

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Advanced Communications for Professionals

2016

Advanced Communication for Professionals Business Plan

Fanshawe College

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STAGE GATE 2

BUSINESS PLAN FOR NEW PROGRAMS

The Business Plan for new programs is developed using this template and in consultation with a Curriculum Consultant from the Centre for Academic Excellence (CAE). All sections of this template and all Appendices must be completed.

Completed Business Plans are submitted to CAE three weeks in advance of the next Senior Leadership Council (SLC) meeting. If endorsed at Stage Gate 2 by SLC, CAE will forward the required information to the Credential Validation Service, Board of Governors, and the Ontario Ministry of Training, College and Universities (MTCU).

1.0 Program Specifications

Proposed program title: Advanced Communication for Professionals

Admission Requirements:

Prospective students will require a college-level diploma (2-year or 3-year), or a college or university degree, or what the College judges to be a sufficient combination of post-secondary education and work experience.

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 570 for the paper-based test (PBT), or 88 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.5 with no score less than 6.0 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 70 with no score less than 60 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 75% in all sections of the test, with test results within the last two years

<p>Proposed credential:</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma </div> <div> <input checked="" type="checkbox"/> Ontario College Graduate Certificate <input type="checkbox"/> Collaborative Degree <input type="checkbox"/> Degree </div> </div> <p>Note: Institutional Research, The Office of the Registrar, Reputation and Brand Management, and Student Recruitment all support offering this program as an Ontario College Graduate Certificate.</p>
<p>MTCU program code (if it exists): 72012: Communications—Professional Writing (developed at Centennial)</p>
<p>MTCU program code comparables:</p> <p>70243 – Public Relations 72007 – Technical Writer</p>
<p>Proposed Classification of Instructional Program Codes, formatted as ##.####:</p> <p>09.0901: Organizational Communication, general 23.1303: English Professional, Technical, Business, and Scientific Writing 52.0501: Business/Corporate Communications <i>For additional information, please refer to most recent Classification of Instructional Programs (CIP) Canada published by Statistics Canada, available on http://www.statcan.gc.ca/.</i></p>
<p>Projected four-digit National Occupational Classification Codes (3 maximum), formatted as ####:</p> <ol style="list-style-type: none"> 1. 1121—Human Resources Professionals 2. 2171—Information Systems Analysts and Consultants 3. 1123 – Professional Occupations in Advertising, Marketing and Public Relations <p><i>For additional information, please refer to most recent National Occupational Classification (NOC) Canada published by Statistics Canada, available on http://www.statcan.gc.ca/.</i></p>
<p>Identify all deliveries of this or a comparable program that have been or are currently offered at Fanshawe (including CE and/or Regional Campuses):</p> <p>Describe deliveries:</p> <p>Public Relations – Corporate Communication (70243) Local Certificates in Public Relations (PBR1) and Corporate Communications (CRC1) Technical Writer (72007), <i>retired</i> Local Certificate in Technical Writing Fundamentals (TWF1), <i>inactive</i></p> <p>Offered out of the School of Contemporary Media on Fanshawe’s London campus, Public Relations - Corporate Communication (COR3) is a one-year Ontario College Graduate Certificate Program that concentrates heavily on PR, media and marketing communication, and crisis communication. Its focus</p>

is significantly more PR-specialized than the proposed Advanced Communication for Professionals program. Additionally, the School of Contemporary Media offers Local Certificates in Public Relations (PBR1) and Corporate Communications (CRC1). These certificates also concentrate on public relations and crisis communication, as well as public relations ethics and software use; neither is similar to the proposed program.

The School of Language and Liberal Studies at Fanshawe offered an OCGC in Technical Writing (72007) from 2000-2011. Although inactive, The School of Language and Liberal Studies also has a 2015-2016 DA for a Local Certificate program titled Technical Writing Fundamentals (TWF1). The proposed Advanced Communication for Professionals program does not focus on technical writing.

The proposed program is cross-sectoral and will thus fulfil a different labour market need than these existing or retired programs at Fanshawe.

Proposed program launch date: September 2017

Proposed intake(s): ☒ Fall ☒ Winter ☒ Spring ☐ Other:

Number of students in first intake: 24

Length of program:

- Number of semesters: 2
- Semester length in weeks: 15
- Total program hours: 616
- Note: The program will be structured in 7-week modules, at the request of external stakeholders at the Employer Focus Group, of the Office of the Registrar, of Reputation and Brand Management, and of Student Recruitment. A scheduling exception will be necessary for this structure.

Program delivery
(check as many as apply)

- ☐ Web-facilitated (face-to-face) ☒ Blended ☒ Online
- ☐ Fast-track ☐ Accelerated
- ☐ Collaborative ☐ Weekend
- ☐ Other

Co-op program

- ☒ No
- ☐ Yes
- ☐ Experiential co-op (required to graduate)
- ☐ Mandatory co-op (not required to graduate but fee is mandatory)
- ☐ Optional co-op (not required and fee only charged if students opt in)

2.0 Executive Summary

Include the following information (600 words maximum):

- a) Program overview, length, credential, description and suggested delivery options.
- b) Explain how this program is aligned with the indicated program area of strength and/or growth. (150 words recommended maximum)
- c) Local, regional, provincial and/or national fit/competition
- d) Links to further educational opportunities
- e) Student and labour market demand/support for the program; job opportunities for graduates
- f) Resources required

Advanced Communication for Professionals is an Ontario College Graduate Certificate program that will support students and professionals in further developing their written, verbal and interpersonal communication skills. Prospective students will require a college diploma, or a college or university degree, or what the College judges to be a sufficient combination of post-secondary education and work experience.

In today's increasingly connected and knowledge-based economy, communication skills are crucial for professional success across a wide array of sectors. This program focuses on advanced workplace communication, advanced writing and project development, advanced interpersonal communication, and advanced presentations and reports. The end goal envisioned by the program is not one particular career track, but rather enhanced employability and advancement potential in all sectors; this program's general applicability thus supports all of the College's SMA priorities.

Because this program will be attractive to existing professionals who wish to upgrade their skills, it will be offered in two delivery options (online and blended) to provide the flexibility that non-direct students require. Furthermore, on the advice of Fanshawe's Office of the Registrar and Reputation and Brand Management, the program will be offered in innovative seven-week modules (see Appendix I). This modularization will allow for even greater flexibility for students.

In the college sector, the only two roughly analogous programs are offered by Centennial and Humber. Centennial's program has components (such as data visualization) that narrow its attractiveness for prospective students; Humber's program requires a completed Bachelor's degree. Neither program has both the access and broad applicability of Fanshawe's proposed program.

In the university sector, institutions are increasingly offering MA/graduate- or certificate-level programs in professional communication; however, all such programs require students to have completed university-level studies. In addition to providing access to those without university credentials, Fanshawe's proposed program also represents significant cost savings for its students. For example, Western University's Graduate Diploma in Professional Communication and Management lists per-semester tuition costs of \$6000.00 (plus ancillaries) for domestic students. In comparison, SLLS, in consultation with Terry Dobson, is recommending an annual tuition cost of \$4394.80 for domestic students.

The proposed program supports identified national, provincial, and local labour market needs. The Conference Board of Canada (2015) lists communication skills as one of its "Fundamental Skills" in "Employability Skills 2000+"; Employment and Social Development Canada (2014) lists reading, document use, writing, and oral communication as four of its nine Essential Skills. Additionally, the

Conference Board of Canada (2013) found in a survey of over 1500 Ontario employers that “[n]early half ... said that they are seeing insufficient oral communication (46%) and literacy skills (42%) in the workforce” (p. 26). Another survey of Canadian employers and post-secondary institutions by the Canadian Association of Career Educators and Employers (2015) further supports these findings (see p. 9).

Furthermore, in 2015, Language and Liberal Studies faculty surveyed 10 London employers from a variety of sectors (including healthcare, business, finance, law, and technology) about the importance of communication skills. The interviewees were unanimous that “writing skills are of fundamental importance” (Samigorganroodi & Cechetto, 2015, p. 2), and that “[e]ffective oral and written communication skills ... [are] a pre-requisite to any promotion ...” (p. 3). These interviewees also valued communication skills enough to state that they would help motivated employees undergo additional training in these skills (p. 3).

Similarly, a review of External Focus Group minutes recorded during program reviews at Fanshawe College indicates that employer panels convened for every division of the college consistently request enhanced communication skills from Fanshawe’s graduates; this request was strongly reiterated by the April 4, 2016 External Stakeholder Panel convened for the proposed program. Stakeholders from diverse sectors, such as information technology, health care, finance, business, and fitness and health promotion, unanimously agreed that this program would be of tremendous benefit to London’s job hunters and existing workforce, enhancing candidate’s job-readiness, employability, and likelihood of advancement.

This program will not require resources beyond existing ones at Fanshawe (standard classroom space, standard software, and existing faculty).

References:

Canadian Association of Career Educators and Employers. (2015). Youth in transition: Bridging Canada’s path from education to employment. Retrieved from www.cacee.com/_Library/docs/Youth_in_transition_Bridging_Canadas_path_from_education_to_employment_2_.pdf

Conference Board of Canada. (2013). The need to make skills work: The cost of Ontario’s skills gap. Retrieved from http://www.collegesontario.org/Need_to_Make_Skills_Work_Report_June_2013.pdf

Conference Board of Canada. (2015). Employability skills 2000+. Retrieved from <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Employment and Social Development Canada. (2014). Guide to essential skills profiles. Retrieved from <http://www.esdc.gc.ca/eng/jobs/les/profiles/guide.shtml>

Samigorganroodi, S. & Cechetto, K. (2015). Research Innovation Fund (RIF) final project report. Unpublished.

3.0 Academic Programming and Quality Assurance

3.1	Program Vocational Learning Outcomes Consultation: CAE	→	See Appendix A: Form 1 – Program Vocational Learning Outcomes.
3.2	Essential Employability Skills Learning Outcomes Consultation: CAE	→	See Appendix A: Form 2 - Essential Employability Skills Outcomes.
3.3	Program Description Consultation: CAE and Registrar's Office	→	See Appendix B: Program Description.
3.4	Course Descriptions Consultation: CAE	→	See Appendix C: Program Curriculum.
3.5	Relationship to Professional or Licensing Bodies Consultation: CAE	→	See Appendix D: Regulatory Status Form.
3.6	Curriculum Design and Delivery a) Provide rationale for curriculum design, including work integrated learning (if appropriate): 1. Alignment with program vocational learning outcomes 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s) b) Indicate where and how existing courses may be included in this new program. c) Provide rationale for delivery methods (e.g., face-to-face, blended, online, fast track, accelerated, collaborative, weekend), including work integrated learning (if appropriate): 1. Alignment with program vocational learning outcomes (industry expectations) 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s) Consultation: CAE	→	See Appendix E: Curriculum Map - Program VLOs and EESOs.

a) VLOs have been workshopped with the Ontario College Quality Assurance Service and with an Employer Focus group; all courses have been mapped to meet the breadth and depth of the VLOs and address all EESs, and the curricular content is responsive to community, provincial, and national need as identified in lit review and EFG data from Fanshawe.

This program was validated by the External Stakeholder Panel convened on April 4, 2016. That panel particularly emphasized the importance of flexible delivery to provide access to the program for

working professionals, for whom this curriculum will be very relevant. The courses have been grouped thematically to create four 7-week blocks, and 2 blocks will run per semester (see Appendix I). Courses will also be offered online, further meeting the need for flexibility. Finally, the External Stakeholder Panel reiterated the importance of experiential learning, including applied and simulated communication exercises. Experiential learning will be woven throughout the curriculum (e.g. in COMM-6019: Advanced Professional Communication; PSYC-6XX2: Conflict Management; MGMT-6061: Agile Project Development; COMM-6XX2: Advanced Editing for Professional Documents; COMM-6XX3: Writing for the Web; COMM-6XX6: Advanced Reports; etc.). Several of the community partners who consulted on this program development also indicated their willingness to have a student shadow them for a few days.

b) The following existing courses, currently required in a variety of LKSB Graduate Certificate programs, will be included in this new program:

- COMM-6019: Advanced Professional Communication
 - Currently a required course in the following LKSB Graduate Certificate programs: Human Resources Management (HMG1), Insurance and Risk Management (IRM1), International Business Management (ITB1), Marketing Management (MKM1), Operations Management (OPM2), Project Management (PRJ1), and Supply Chain Management (SCM1)
- MGMT-6061: Agile Project Development
 - Currently a required course in LKSB's Project Management Graduate Certificate program (PRJ1)
- MGMT-6089: Leadership & Management Fundamentals
 - Currently a required course in LKSB's Operations Management Graduate Certificate program (OPM2)

c) The proposed program will be offered in blended (hybrid) and online deliveries; furthermore, at the advice of the Office or the Registrar, Reputation and Brand Management, and Student Recruitment, the proposed program will be offered in 7-week thematic modules. Students who complete the entire program will receive the full Ontario College Graduate Certificate credential; students who complete a thematic module will receive a Declaration of Academic Achievement (permission to issue DOAAs will be sought closer to the program launch date) (see Appendix I).

The blended and online deliveries are consistent with industry expectations as articulated by the External Stakeholder Panel, since a significant amount of workplace/professional communication is currently mediated through virtual platforms (e.g. email; videoconferencing; group editing of documents using Google Docs, wikis, or similar tools; etc.). This mediation means that students who learn in blended and online contexts will meet many of the Essential Employability Skills outcomes (e.g. "respond to written, spoken, or visual messages in a manner that ensures effective communication"; "apply a systematic approach to solve problems"; etc.) in an environment that is very common in professional occupations. Additionally, the blended and online deliveries support the following Essential Employability Skill outcome: "locate, select, organize, and document information using appropriate technology and information systems."

One group that this program targets is professionals in the workplace who need to upgrade their communication skills. Discussions with Reputation and Brand Management about student recruitment emphasized that this particular group requires as much flexibility as possible in program deliveries. The online option is attractive to this group, and the modularized structure further enhances flexibility, since

students can take breaks between completing modules if they need to; both the Office of the Registrar and Reputation and Brand Management enthusiastically support this form of modularized delivery for this program. SLLS proposes to create Declarations of Academic Achievement for each of the four 7-week blocks of courses (modules) comprising this program (see Appendix I). Part-time students who opt to not complete the full graduate certificate will therefore have their learning recognized with a DOAA upon completion of one thematic block/module of courses; additionally, working professionals who feel they are weak in one thematic area but not others can target that particular area in a module or two of study.

The modularized delivery structure poses some challenges in terms of SWF'ing and timetabling conventions and restrictions for fulltime faculty. Originally, this program development team had considered running 6-week modules on the model of the Simcoe/Norfolk campus' very successful modularized deliveries of the Early Childhood Education and Developmental Services Worker programs. However, Mary Pierce, the Chair of The Lawrence Kinlin School of Business, shared with this program development team LKSB's solution for modularized delivery, which is to offer 7-week modules instead of Simcoe's 6-week modules. The 7-week modularized structure can be made to work for fulltime faculty, whereas the 6-week structure currently cannot. Kim Otto, Operations Manager for the Faculty of Arts, Media, and Design, confirmed this information. In order to maximize the support the program receives from SLLS, the inclusion of fulltime faculty is desirable, since they can provide strong continuity for curricular development. The proposed program will therefore follow LKSB's lead in delivering 7-week modules, a decision which has been validated by the Office of the Registrar.

Sources: Janice Lamoureux (Registrar); Dave Schwartz (Senior Manager, Reputation and Brand Management); Courtney Ecker (Marketing Officer for Graduate Studies, Reputation and Brand Management); Devin Robinson (Manager, Recruitment, Reputation and Brand Management); Mary Pierce (Chair, The Lawrence Kinlin School of Business); Kim Otto (Operations Manager, The Faculty of Arts, Media and Design)

3.7 Research and Innovation

- a) Describe how research and innovation will be included in the program (Policy 2-B-02).

Consultation: Centre for Research and Innovation

This program contains courses that explicitly target the development of research skills; additionally, it supports multiple aspects of Fanshawe College's Research Wheel.

Courses that explicitly develop traditional research skills:

- COMM-6019: Advanced Professional Communication
 - The report in this course must integrate critical thinking and existing, relevant research
- COMM-6XX5: Navigating the Research Landscape
 - This course focuses on developing the skills of finding, evaluating, synthesizing, and using research
- COMM-6XX6: Advanced Reports
 - The case study in this course requires additional research in order to reach a solution

Research Wheel components covered by this program:

- Community Based—Theory to Practice
 - The following courses cover this aspect of the research wheel:

- MGMT-6061: Agile Project Development, which emphasizes translating project development strategies into real-life application
- MGMT-6089: Leadership & Management Fundamentals, which also emphasizes application of leadership theories
- COMM-6XX6: Advanced Reports, which simulates the collaborative, pragmatic application of research and knowledge in a practical, professional context
- PSYC-6XX2: Conflict Management, which emphasizes the practical application of conflict management theories and strategies
- Community Based—Social Enterprise
 - MGMT-6089: Leadership & Management Fundamentals emphasizes application of leadership and management theories in order to improve the professional environment and support practical goal setting
 - PSYC-6XX2: Conflict Management emphasizes the practical application of conflict management strategies in order to improve relationships with both internal and external stakeholders
- Applied—Simulation
 - MGMT-6061: Agile Project Development requires students to role-play simulated planning sessions to experience the lifecycle of Agile projects
- Scholarship—Literature Review
 - The following courses include assessments that require a literature review:
 - COMM-6019: Advanced Professional Communication (report)
 - COMM-6XX6: Advanced Reports (report)
- Scholarship—Data Collection/Analysis
 - The following courses include assessments that require data collection/analysis:
 - COMM-6019: Advanced Professional Communication (report)
 - COMM-6XX5: Navigating the Research Landscape, which exposes students to both qualitative and quantitative data analysis
 - COMM-6XX6: Advanced Reports, which is built around a case study that requires additional information to solve (report)
- Creative Activity—Exploration
 - COMM-6XX2: Advanced Editing for Professional Documents requires students to experience presenting information at different levels of language/formality and in different contexts, to mimic real-world editing challenges
 - COMM-6XX3: Writing for the Web requires students to experiment with methods of presenting professional information in a variety of online formats
- Creative Activity—Creation
 - COMM-6XX3: Writing for the Web requires students to create online artifacts

4.0 Fit of Program

4.1 Gap Analysis

- a) How is the program similar to or different from existing programs at the College?
- b) What impact will this program have on existing programs at the College? Does the proposed program provide additional breadth to our program offerings, or does it add specific disciplinary depth (i.e., would this program be part of a cluster of like programs)?

- c) Are there similar programs being offered at colleges, universities or private institutions provincially, nationally and/or internationally? If yes, provide profile of key competitors including location and a brief description and how they differentiate themselves.
- d) How else is the industry need being met if not provided in the options listed in c) above (e.g. regulatory body or in-service training)?
- e) What makes this program unique from similar existing programs?

If the existing/proposed program is similar to others, consideration will be given to whether the program has differentiating features. For example, whether the existing/proposed program proposes innovative delivery methods, focuses on teaching and learning or specific student population(s), and builds on niche areas of program and/or research strength (Ministry Policy Guide for Applying for Ministerial Consent; 2014, p. 3).

Consultation: CAE, Strategy & Planning, External Resources

Fanshawe Programs

The only active programs at Fanshawe with some similarity to the proposed one are the Graduate Certificate in Public Relations—Corporate Communication (COR3; 70243), and the Local Certificates in Public Relations (PBR1) and Corporate Communication (CRC1). There are also two retired/inactive programs with some limited similarity: a Graduate Certificate in Technical Writing (72007) and a Local Certificate in Technical Writing Fundamentals (TWF1).

The Graduate Certificate in Public Relations—Corporate Communication (70243) strongly emphasizes skills that are specific to the PR, media and marketing, and crisis communication fields. As of Winter 2016, this program includes the following mandatory courses: COMP-6041—Design Principles in Digital Media; COMP-6042—Internet Marketing; CORP-6006—Trends & Technologies in PR; PBRL-6014—Professional Practice and Ethics; PBRL-6003—Writing for Public Relations; PBRL-6016—Strategic Public Relations; COMP-6043—Design Principles in Digital Media 2; PBRL-6017—Integrated Marketing and Communications; PBRL-6013—Specializations in PR; PBRL-6019—Writing for Public Relations 2; and PBRL-6018—Media Relations & Crisis Communications. This program therefore does not have the broad applicability of the proposed one, and it is also primarily attractive to students in PR-related fields alone.

The two Local Certificates have content that is substantially similar to that of the Public Relations—Corporate Communication (70243) Graduate Certificate. The only active comparables to the proposed Advanced Communication for Professionals program therefore have a distinctly different focus than and do not contain significant overlap with the proposed program.

The two inactive/retired programs related to Technical Writing are narrowly focused on that particular field. The proposed program does not cover technical writing.

Similar Programs at Other Ontario Colleges (CAATs and ITALs)

There are two roughly analogous programs offered in the Ontario college system: one at Centennial and one at Humber. Both colleges serve the GTA and are outside of Fanshawe's catchment.

Centennial

Centennial offers a Graduate Certificate in Communications—Professional Writing (72012). This program includes some emphases that the proposed Advanced Communication for Professionals program does not: for example, Centennial's website information indicates that, in addition to more broadly applicable communication skills, their program also covers technical writing, proposal writing,

data visualization, and infographics. Also according to Centennial's website, the program prepares students for a much narrower range of possible careers than does Fanshawe's proposed program; the careers listed under "Career Outlook" for Centennial's program are technical writer, communications coordinator, editor, web copywriter, proposal writer, instructional designer, and report writer/business analyst. Some of these careers lack positive NOC projections (e.g. editor). Furthermore, Centennial clearly does not envision this program as providing the broadly enhancing/augmenting service of Fanshawe's proposed program.

Admission requirements for this program include a college diploma or university degree, or partial post-secondary education plus work experience. Additionally, applicants must submit a portfolio and complete an in-person test. These final two requirements reduce the access of Centennial's program and are not included in Fanshawe's proposed program. The admission requirements for Fanshawe's proposed program include a college diploma or a degree from either a college or a university.

Notwithstanding these substantial differences from Fanshawe's proposed program, Centennial's VLOs for this program are closer to Fanshawe's proposed VLOs than are the ones associated with Humber's program. Fanshawe's proposed VLOs have therefore been mapped to Centennial's existing VLOs for MTCU and OCQAS/CVS purposes.

Humber

Humber offers a Graduate Certificate in Professional Writing and Communications (72007). This program advertises a storytelling/narrative element that Fanshawe's proposed program does not include, and also has much more concentration on digital media. Additionally, applicants require a completed Bachelor's degree, which significantly reduces the access of this program in comparison to that proposed for Fanshawe.

Conestoga and Lambton

Both of these colleges offer business writing programming that is shorter and offers less knowledge coverage than an Ontario College Graduate Certificate program. Conestoga offers a Local Certificate in "Business Writing," while Lambton offers an Award of Recognition in "Business Writing." By virtue of their brevity, neither program is substantially similar to Fanshawe's proposed program.

Roughly Similar Programs at Ontario Private Career Colleges

There do not appear to be any Private Career Colleges in Ontario offering even roughly similar programs.

Roughly Similar Programs at Ontario Universities

Western University

Western University offers a Graduate Diploma (GDip) in Professional Communication and Management. This program has a less strictly communication focus than the proposed one at Fanshawe (for example, its required courses include Fundamentals of Managerial Finance). Applicants must hold a completed Bachelor's degree "from an accredited university" (college degrees apparently do not qualify), and per-semester tuition costs are significantly higher for this program than Fanshawe's proposed program (\$6000.00 plus ancillaries for one semester for domestic students in Western's GDip vs. a proposed total annual fee of \$4394.80 for domestic students in Advanced Communication for Professionals at Fanshawe). This GDip is therefore more narrowly focused than Fanshawe's proposed program and less accessible (due to both entrance requirements and tuition fees).

Continuing Education Certificates in Communication

Many Continuing Education departments at Ontario universities (including Western University) offer a Certificate program in communication skills and/or business/professional communication. All such programs are access-based, without any required post-secondary credential for admission. The number of courses required for completion seems to range between five (e.g. at the University of Guelph) and eight (e.g. at Ryerson University). Western's Professional Certificate in Business Writing and Communications requires five. These programs therefore contain significantly less content (and less advanced content) than the proposed program at Fanshawe. Additionally, these programs do not usually offer the same range of delivery formats as Fanshawe's proposed program (e.g. Western's Certificate offers some courses only in face-to-face formats). These Continuing Education Certificates thus offer less depth and less flexibility than Fanshawe's proposed program.

Master's Programs

Some Ontario universities offer Master's programs in communication-related studies (e.g. York, Ryerson, McMaster, Brock, Carleton, etc.). However, these programs contain the rigorous admissions policies (including completed Bachelor's-level studies in related fields) that are characteristic of traditional graduate studies. They therefore offer far less access than Fanshawe's proposed program; additionally, they tend towards greater specialization and/or more theoretical emphasis than Fanshawe's proposed program, which will focus on enhancing graduates' employability through the development of applied communication skills.

Other National and International Competitors

Because the need for advanced communication skills is so pressing in many developed economies, there are a variety of programs at all levels and in most jurisdictions that address these needs. It is anticipated that Fanshawe's proposed program will appeal primarily to domestic students within Ontario; therefore, other programs outside this area are not significant competitors.

Other Ways of Meeting Industry Needs

In-house or contracted-out corporate training (e.g. CMC—Canadian Management Centre, Ivey Executive Education, and Fanshawe's own Corporate Training Solutions are three options among others available in London) partially meets the need for enhanced communication skills. Fanshawe's Corporate Training Solutions offers several such standalone courses, each lasting a duration of approximately three months (Better Business Communication—COMM-9163; Better Business Writing—COMM-9164; Powerful Communication Skills—COMM-9165; Powerful Presentation Skills—COMM-9161; and The Art of Communication—COMM-9162). Panelists at the April 4, 2016 Employer Focus Group for this program reported that their businesses and organizations engage in similar versions of corporate training to try and address the general lack of communication skills (see Appendix J).

However, the proposed Graduate Certificate program will provide a depth of knowledge and practice unique to a full program of study. The fact that current provincial and local surveys report employers' significant dissatisfaction with their employees' communication skills (see Section 2.0—Executive Summary, and Section 5.2—Labour Market Demand in this document) strongly suggests that this need is not being adequately met through corporate training alone. The panelists at the Employer Focus Group for this program unanimously saw great value in it, despite their businesses' and organizations' current attempts to meet industry needs (see Appendix J)

Uniqueness of Proposed Program

Fanshawe's proposed Ontario College Graduate Certificate program, Advanced Communication for Professionals, is therefore unique in several ways:

- Broadly-applicable learning in professional communication that is relevant to a wide range of sectors
- Better access and more broad applicability than the two comparable programs at Centennial and Humber
- Better access and greater cost-savings for students than related Graduate Diplomas and Master's programs at Ontario universities
- Higher quality and more in-depth education than Continuing Education Certificate programs at Ontario universities
- More in-depth education than corporate training options

4.2 Key Performance Indicators (KPIs)

Please complete this table with the three most recent years of published data* for similar programs at your college only (minimum one, maximum three). Similar programs may include programs at the same or different credential levels, and transfer opportunities. Please add additional rows as needed.

Program		Academic Year Of Graduation	2013-2014	2012-2013	2011-2012
MTCU Title	MTCU Code				
Public Relations	70243	Graduate Count	63	55	61
		Employment Rate**	91%	80%	94%
		Employment Rate in a Related Field***	64%	60%	72%

*KPIs are to be calculated in accordance with the methods prescribed by MTCU. KPIs are based on graduates of MTCU approved full-time postsecondary programs whose funding status is shown in the graduate record layout as MTCU operating grant, Co-op Diploma Apprenticeship or Second Career, and who were surveyed by telephone.

** Employment Rate = (number of survey respondents employed Full-time or part-time, related or unrelated) / (number of survey respondents in labour force)

*** Employment Rate in a Related Field = (number of survey respondents employed Full-time or part-time, related) / (number of survey respondents in labour force)

Additional explanation/information that contextualizes the KPI outcomes above, such as student demand or labour market analysis, may be provided. (400 words recommended maximum)

The KPIs for the Public Relations – Corporate Communications Graduate Certificate (COR3) demonstrate consistent enrolments for communication-related Graduate study at Fanshawe College. Moreover, the strong employment rate for this program supports our findings that local employers – regardless of sector or industry – highly value advanced communication skills. Additionally, each School and Campus at Fanshawe College regularly consults with external partners to ensure that Fanshawe's programming meets labour market needs, and these consultations demonstrate demand for communication skills. During program reviews, for instance, our external partners have consistently requested additional communication skills from graduates of programming across all academic and technological areas. Therefore, we anticipate that enriching students' communication skills through the proposed program will increase employment and advancement opportunities for students, regardless of sector or industry.

How many other colleges within your region are approved for funding to offer programs in this same MTCU code?

None

*Please refer to the APS-MTCU Table available on the CAAT Extranet Site, in the Programs Section, for a complete list of programs approved for funding through the College Funding Framework, at <http://caat.edu.gov.on.ca/> (user name: caatsite; password: 900Mowat).

4.3 Partnerships Supporting New Program

- a) List any new internal or external partnerships that may develop if this program were to be delivered.
- b) What, if any, alliances are possible to reduce costs, increase speed to market and increase market coverage?
- c) How are the external stakeholders willing to support the proposed program? (check as many as apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Continuing on Advisory Committee | <input checked="" type="checkbox"/> Teach a course |
| <input checked="" type="checkbox"/> Provide placement or experiential learning (e.g. co-op, field placement, mentorship) (job-shadowing/mentorship) | |
| <input checked="" type="checkbox"/> Present as a guest speaker | <input checked="" type="checkbox"/> Provide a tour |
| <input type="checkbox"/> Research (project, partnership etc.) | <input checked="" type="checkbox"/> Donation, Scholarship, Award |
| <input checked="" type="checkbox"/> Other: Advise on detailed curriculum development | |

a) The following businesses and organizations were represented at the Employer Focus Group for this program (all of whom indicated strong support for it):

- Access Centre
- Cedarmere Woods
- Chatham-Kent Health Alliance
- Cohen Highley
- Ellipsis Digital
- Goodwill
- Health and fitness promotion consultant/entrepreneur (Justin Darling)
- InfoTech Research Group
- Janzen Consultants
- London Health Sciences Centre
- St. Joseph's Health Care
- TD

(See Appendix J for the minutes of this panel)

b) The proposed Advanced Communication for Professionals Graduate Certificate will incorporate three required courses (COMM-6019: Advanced Professional Communication; MGMT-6061: Agile Project Development; and MGMT-6089: Leadership & Management Fundamentals) that are already required in multiple Graduate Certificate programs currently offered by the Lawrence Kinlin School of Business (see Section 4.4 below for additional information). These courses are already developed by LKSB; this overlap in curriculum and delivery will help to reduce costs and time to market, as well as improve market coverage.

c) External stakeholders at the Employer Focus Group indicated their support for the following initiatives:

- Advise on detailed curriculum development:
 - Cohen Highley
 - Ellipsis Digital
 - InfoTech Research Group
 - Justin Darling
 - St. Joseph's Health Care
 - TD
- Continue on advisory committee:
 - Cedarmere Woods
 - Chatham-Kent Health Alliance
 - Cohen Highley
 - InfoTech Research Group
 - Justin Darling
 - London Health Sciences Centre
 - St. Joseph's Health Care
 - TD
- Provide mentoring experience:
 - Cohen Highley
 - Ellipsis Digital
 - InfoTech Research Group
 - TD
- Teach part-time in the program:
 - Ellipsis Digital
 - Justin Darling
 - TD
- Present as a guest speaker:
 - Ellipsis Digital
 - Justin Darling
 - TD
- Provide a tour:
 - Ellipsis Digital
 - London Health Sciences Centre
 - TD
- Provide a scholarship or award for a student/graduate:
 - Justin Darling

4.4 Pathways to and from Proposed Program and Programs

- a) Drawing on the gap analysis, are any program pathways anticipated or under negotiation to and/or from this program (internal and external)? If yes, describe how the existing/proposed program supports student mobility.

The Ministry will consider whether the program offers students options for transfer from other programs/institutions and to other programs/institutions. In addition, the Ministry will consider the applicant's credit transfer agreements, if applicable, and inter-institutional collaboration more generally. (Ministry Policy Guide for Applying for Ministerial Consent; 2014, p. 6)

- b) Describe any special features of this pathway (e.g., laddering, bridging).

- c) How does this program fit into the provincial and national credit transfer framework? ([ONCAT](#), [PCCAT](#))?

Consultation: CAE

a) and b) The proposed Graduate Certificate program in Advanced Communication for Professionals will incorporate three mandatory courses that are already required in LKSB Graduate Certificate programs:

- COMM-6019: Advanced Professional Communication
 - Currently required in the following LKSB Graduate Certificates: Human Resources Management (HMG1), Insurance and Risk Management (IRM1), International Business Management (ITB1), Logistics and Supply Chain Management (SCM1), Marketing Management (MKM1), Operations Management (OPM2), and Project Management (PRJ1)
- MGMT-6061: Agile Project Development
 - Currently required in LKSB's Project Management (PRJ1) Graduate Certificate
- MGMT-6089: Leadership and Management Fundamentals
 - Currently required in LKSB's Operations Management (OPM2) Graduate Certificate

The incorporation of these courses means that students in all of LKSB's Graduate Certificate Programs—with the exception of Professional Financial Services (FSP1)—will have advanced standing in one course in the proposed Advanced Communication for Professionals Graduate Certificate. Students in LKSB's Project Management (PRJ1) and Operations Management (OPM2) Graduate Certificates will have advanced standing in an additional course. This advanced standing provides attractive pathways into the Advanced Communication for Professionals program.

Sources: Mary Pierce (Chair, The Lawrence Kinlin School of Business); Lisa Schwerzmann (Program Manager, The Lawrence Kinlin School of Business)

c) Many of the courses included in the proposed program lend themselves very well to transfer, since most colleges and universities are cognizant of the need to increase communication skills in all programs. If this program is approved, official transfer options will be sought for the program.

4.5 How will this program help support the College's enrolment growth strategy?

Strategic Mandate Agreement (SMA)

The proposed Graduate Certificate program in Advanced Communication for Professionals strongly supports Fanshawe's "Vision" statement in its Strategic Mandate Agreement: "Unlocking potential" (p. 2). Enhancing communication skills increases the employability and advancement potential for students and professionals across all fields. Since the proposed program requires a completed college diploma, or a completed college or university degree, or a sufficient combination of post-secondary and work experience, it will support the further development of students and professionals from all sectors and will be widely accessible.

Furthermore, the proposed program strongly supports both of Fanshawe's "Key Areas of Differentiation" in its SMA. The program will provide "flexible learning arrangements" (p. 3) through the provision of two different delivery options (hybrid and all-online) and an innovative structure of 7-week thematic modules (see Appendix I) in order to support both current professionals who wish to continue working while they complete the program and other students who may require greater flexibility.

Additionally, this program is envisioned as a response to pressing provincial and local labour market needs (see Section 5.2—Labour Market Demand below). The program also will strongly support “providing re-skilling and skill upgrading opportunities for mature learners, especially those located within Southwestern Ontario” (p. 3).

The proposed program integrates in multiple ways the SMA emphasis on research and innovation (see Section 3.7—Research and Innovation above). Furthermore, because of the broad applicability of the proposed program across all sectors, it supports all 15 “Areas of Institutional Strength” (p. 8) identified in the SMA.

Master Academic Priorities Plan (MAPP)

The proposed program supports all three of the program/curriculum-focused Strategic Goals in the Master Academic Priorities Plan:

1. Goal 1: Grow enrollment by 15% over 5 years to support local, regional, provincial and national requirements for skilled labour and post-secondary training
2. Goal 2: Ensure that all students are provided the opportunity to access flexible learning options tailored to meet their needs and expectations
3. Goal 3: Provide a premier learning, student life and career preparation experience within the Ontario College system (pp. 4-5)

The proposed program is strongly responsive to identified local, provincial, and national labour market needs (see Section 5.2—Labour Market Demand below). Its two delivery options (hybrid and all-online) as well as its modularized structure (see Appendix I) will provide the flexibility that professionals upgrading their skills require. Finally, because the program focuses on crucial skills and will increase the employability and advancement potential of its students, it clearly provides a premier career preparation experience.

The proposed program also supports in multiple dimensions the Research and Innovation focus of the MAPP (see Section 3.7—Research and Innovation above). In particular, detailed case studies, research-based reports, audience analysis, and research methods instruction support the MAPP’s desire to “help [students] develop essential research and innovation skills that are increasingly in demand to participate in the knowledge based economy” (p. 12).

The proposed program’s multiple delivery options and modularized structure (see Appendix I) ensure that it meets the “Vision” of Fanshawe’s “Flexible Delivery”: “Relevant, quality education—anywhere, anytime, any way” (p.14).

Finally, an important strength of the proposed program is its attractiveness to existing professionals and mature students. It can therefore help to support Fanshawe’s non-direct recruitment strategies by appealing to “a wider and less traditional market base” (p. 26).

5.0 Demand for Program

5.1 Student Demand

- a) Provide evidence to validate student demand and/or societal need. (e.g. Student surveys, enrolment summaries and growth trends for similar programs, system enrolments and projected growth, or demographic projections for relevant sub populations)

- b) Indicate which student populations are most likely to be attracted to the program:

Persona Groups

☒ Direct

☒ Non-direct

☒ International

☐ Other (identify):

- c) Include an assessment of whether this program will draw students away from existing College programs or complement existing programs.

Consultation: Registrar's Office, Recruitment, International, Strategy & Planning

a) It is difficult to forecast precise student enrollments and demographics because of the unique nature of this program. However, the Office of the Registrar, Student Recruitment, and Reputation and Brand Management believe that the structure and delivery of the program will make it attractive to students (see Section 5.1b below). Furthermore, the closest analogous program at Fanshawe—Public Relations and Corporate Communication (COR3)—has consistently healthy enrollments (see section 4.2 above).

In 2015, its first year of delivery, Centennial's Communications – Professional Writing program had 51 applications system-wide, according to data from the Ontario College Application Service. Of those applicants, 12 domestic and 4 international students enrolled in Centennial's program in 2015. At Humber College, there were 94 2015 applications for the first delivery of Professional Writing and Communications, and 17 domestic enrolments. The OCAS data cannot capture part-time enrolments, and SLLS, Reputation and Brand Management, Student Recruitment, and the Office of the Registrar anticipate interest in the program from existing professionals on a part-time basis. The External Stakeholder Panel agreed that local employees are likely to be interested in pursuing the program part-time (see Appendix I).

b) According to Reputation and Brand Management and Student Recruitment, offering hybrid and all-online deliveries will allow this program to appeal to two distinct groups: non-direct mature students, and international students who may be interested in the curriculum. In order to meet visa requirements, international students cannot take all-online programs, which necessitates the hybrid option; however, working professionals and mature students require as much flexibility as possible, which necessitates the all-online option. Additionally, the modularized structure (comprised of 7-week thematic modules—see Appendix I) will allow us to further appeal to students who require additional flexibility, and will also allow us to compete with private career colleges, who tend to attract students in part because of their continuous intakes (see Section 3.6c above for more information).

c) Because of shared courses, this program will be complementary to the following LKSB Graduate Certificate programs:

- Human Resources Management (HMG1), Insurance and Risk Management (IRM1), International Business Management (ITB1), Marketing Management (MKM1), Operations Management (OPM2), Project Management (PRJ1), and Supply Chain Management (SCM1)
- Students in OPM2 and PRJ1 will receive advanced standing for 2 courses in the proposed program; students in the other Graduate Certificates will receive advanced standing for 1 course

- Strong communication skills are obviously required for business careers; the advanced standing that this program can provide for most LKSB Graduate Certificate students will make it even more attractive for this student group

This program is sufficiently different from the Public Relations – Corporate Communication (COR3) program that its impact on COR3’s enrollment should be extremely minimal, if it occurs at all.

Sources: Janice Lamoureux (Registrar); Dave Schwartz (Senior Manager, Reputation and Brand Management); Courtney Ecker (Marketing Officer for Graduate Studies, Reputation and Brand Management); Mary Pierce (Chair, The Lawrence Kinlin School of Business); Lisa Schwerzmann (Program Manager, The Lawrence Kinlin School of Business)

5.2 Labour Market Demand

a) Provide evidence to validate employment demand from some or all of the following:

1. Trend data (employment trends for related employment)
2. Feedback from and support of the Program Advisory Committee
3. Feedback from external stakeholders
4. Other data sources (e.g., London Economic Development Corporation)
5. Letters of employer support (attached as appendix)

Broad Labour Market Demand

Because of the proposed program’s unique emphasis on enhancing employability and advancement potential across all sectors, it does not lend itself well to labour market analysis via NOC codes. However, there is consensus at the national, provincial, and local levels that increased communications skills are essential to today’s knowledge-based economy, but are in seriously insufficient supply in today’s workforce.

The Conference Board of Canada (2015) has identified communication skills as one of its “Fundamental Skills” in “Employability Skills 2000+.” Additionally, Employment and Social Development Canada (2014) has identified reading, document use, writing, and oral communication as four out of its nine Essential Skills. The Conference Board of Canada (2013) has also found in a survey of over 1500 Ontario employers that “[n]early half ... said that they are seeing insufficient oral communication (46%) and literacy skills (42%) in the workforce,” and “[o]ver 70 per cent said that there are gaps in critical-thinking and problem-solving skills” (p. 26). Anecdotally, some employers have found communication lacking in even highly-credentialed graduates from Ontario’s postsecondary system (p. 26-27). Furthermore, the Higher Education Quality Council of Ontario (HEQCO) reports that “younger Canadian cohorts have lower levels of literacy than did their older counterparts at the same age, a gap that is particularly pronounced for highly educated individuals” (Borwein, 2014, p. 24).

Similarly, a study of 300 employers and 100 post-secondary institutions by the Canadian Association of Career Educators and Employers (2015) found that “the vast majority of our educators believe they are graduating high performers—yet more than half of Canada’s employers believe new graduates are unprepared for the labour force ...” (p. 2). One significantly deficient area, according to employers, is communication and interpersonal skills, and “educators say youth are only moderately competent in these areas” (p. 9).

All of these studies show that there is clearly a very real need at both the national and provincial levels for a program that increases individuals’ professional communication skills in a timely manner.

At the local level, London's 2015-2019 Strategic Plan (City of London, 2015a) identifies the "Life Sciences" and "Digital Creative" sectors as a focus for development in the city (p. 18). These sectors require a highly skilled and knowledge-based workforce that has advanced information-processing and communication skills, both of which will be enhanced by the proposed program. Similarly, the second draft of the London Plan (City of London, 2015b) identifies "knowledge-based industries" as a target area for support and growth in the city (p. 8).

In 2015, G. Sam Samigorganroodi and Kim Cechetto, both in the School of Language and Liberal Studies, surveyed the following local London employers about the importance of strong communication skills in candidates whom they hire:

- Canada Post
- Cedarmere Woods
- CIBC Wood Gundy
- Clintar Landscape Management
- Cohen Highley LLP
- FCT Default Solutions
- LoversatWork Office Furniture
- St. Joseph's Health Care
- TD Bank
- Trojan Technologies

These employers represent a wide array of sectors, including business, finance, health care, law, and technology. The interviewees were unanimous that "writing skills are of fundamental importance" (p. 2), and that "[e]ffective oral and written communication skills ... [are] a pre-requisite to any promotion and mandatory for people who wish to advance further and faster in their careers" (p. 3). In addition to written communication skills, these employers also identified a troubling deficit in the ability to conduct effective client presentations (p. 3). Finally, these interviewees value communication skills highly enough to state that they would help motivated employees undergo additional training in these key skills (p. 3).

The findings in Samigorganroodi and Cechetto's (2015) study are further mirrored in Fanshawe College's program reviews. The minutes taken during these reviews indicate that employer panels convened for every division of the college consistently request additional and enhanced communication skills from Fanshawe's graduates.

References

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Conference Board of Canada. (2013). The need to make skills work: The cost of Ontario's skills gap. Retrieved from http://www.collegesontario.org/Need_to_Make_Skills_Work_Report_June_2013.pdf

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Employment and Social Development Canada. (2014). Guide to essential skills profiles. Retrieved from <http://www.esdc.gc.ca/eng/jobs/les/profiles/guide.shtml>

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Letters of Support

The following letters of support are appended to this Business Plan:

- Mark Tinnerman, CFP at Tinnerman Marche Group, a wealth management business affiliated with BMO Nesbitt Burns
- James K. Brown, Partner at Dyer Brown LLP, a London law firm with significant roots in the area
- Kate Kennedy, Project Manager at the Access Centre for Regulated Employment in London
- Mike Buma, Manager at InfoTech Research Group

These authors were provided with a template, which they revised as they saw fit.

(See Appendices L, M, N and O)

Employment Trend Data

Institutional Research obtained employment trend data for the following NOC codes:

- 1121—Specialist in Human Resources
- 2171—Information Systems Analysts and Consultants
- 1122—Professional Occupations in Business Services to Management

These codes are from the 2006 NOC list, which is why the terminology differs slightly from that listed in Section 1.0 of this document, which is based on the 2011 NOC codes. In particular, the 2006 NOC code 1122 was divided in the 2011 NOC updates into two separate categories: 1122—Professional Occupations in Business Management Consulting (not listed in Section 1.0, but nonetheless relevant to this program) and 1123—Professional Occupations in Advertising, Marketing and Public Relations (listed in Section 1.0). The employment trend data in this section therefore applies to the NOC codes in Section 1.0.

These particular NOC codes were chosen to emphasize the cross-sectoral appeal of the proposed program. All 3 codes require significant communication skills; additionally, 2171—Information Systems Analysts and Consultants was chosen to complement London's increasing focus on the digital and information technology industries. Two panelists from the Information Technology sector who contributed to the External Stakeholder Panel specifically noted the need at their organizations for increased communication skills among IT employees (see Appendix J).

Institutional Research obtained employment trend projections through to 2022. The projections for all three codes are positive:

- “The new job growth for 1121—Specialist in Human Resources in the London [area] will be 4 times as high as that of the province and twice as high as the country ...”
- “The outlook for 2171—Information Systems Analysts and Consultants is just as positive with an 11% increase predicted ...”
- For 1122—Professional Occupations in Business Services to Management, “increases of 9% ... provincially and 4% ... nationally are expected,” and “virtually all of the [economic areas] [with]in 100 miles from London ... are expecting positive numbers ...”

Source: Report prepared by Institutional Research; see Appendix K for the full report

Employer Focus Group Feedback

The following businesses and organizations were represented at the Employer Focus Group for this program:

- Access Centre
- Cedarmere Woods
- Chatham-Kent Health Alliance
- Cohen Highley
- Ellipsis Digital
- Goodwill
- Health and fitness promotion consultant/entrepreneur (Justin Darling)
- InfoTech Research Group
- Janzen Consultants
- London Health Sciences Centre
- St. Joseph’s Health Care
- TD

Broad consensus emerged about the necessity, delivery, and focus of the program:

Necessity

All stakeholders validated the necessity of this program; they view it as addressing a serious need in the local labour market.

Delivery

Multiple stakeholders emphasized that the program should contain virtual/online elements in order to mimic the workplace; they also requested that the program delivery be as flexible and compressed as possible.

The program’s online and hybrid deliveries, combined with a structure comprised of multiple 7-week modules (see Appendix I), meets the stakeholders’ requirements. Additionally, allowing for part-time enrollment in courses (alongside full-time) maximizes flexibility, since students can space modules apart with breaks in between if they need to. The stakeholders believe that this kind of flexibility and modularized compression will make the program maximally attractive to mature students in general and working professionals in particular.

Focus

Multiple stakeholders emphasized the importance of the skills listed below; as a result, the program development team slightly revised the proposed curriculum to more strongly address these requirements:

- Writing skills, including grammar and clarity
 - COMM-6XX2: Advanced Editing for Professional Documents
 - COMM-6XX3: Writing for the Web
 - COMM-6XX6: Advanced Reports
 - COMM-6019: Advanced Professional Communication
 - WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
- Persuasion
 - COMM-6XX1: Communication Literacy and Ethics
 - COMM-6XX3: Writing for the Web
 - COMM-6XX4: Professional Presentations
 - COMM-6XX5: Navigating the Research Landscape
 - COMM-6XX6: Advanced Reports
 - COMM-6019: Advanced Professional Communication
 - WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
- Audience analysis
 - COMM-6XX2: Advanced Editing for Professional Documents
 - COMM-6XX3: Writing for the Web
 - COMM-6XX4: Professional Presentations
 - COMM-6XX6: Advanced Reports
 - WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
- Formal and informal presentation skills
 - COMM-6XX4: Professional Presentations
 - COMM-6019: Advanced Professional Communication
- Emotional intelligence and empathy
 - PSYC-6XX1: Communication Psychology for Professionals
 - PSYC-6XX2: Conflict Management
- Conflict management
 - MGMT-6089: Leadership & Management Fundamentals
 - PSYC-6XX2: Conflict Management
- Collaboration
 - COMM-6XX6: Advanced Reports
 - MGMT-6061: Agile Project Development
 - MGMT-6089: Leadership & Management Fundamentals
 - PSYC-6XX1: Communication Psychology for Professionals
 - PSYC-6XX2: Conflict Management
- Virtual communication
 - COMM-6XX2: Advanced Editing for Professional Documents
 - COMM-6XX3: Writing for the Web
 - COMM-6XX4: Professional Presentations
 - COMM-6019: Advanced Professional Communication

Finally, the stakeholders endorsed “Advanced Writing, Speaking and Communication for Professionals” as the program title. For the sake of brevity, this title has been condensed to “Advanced Communication for Professionals,” since both writing and speaking are subsumed under the larger category of communication.

Source: Employer Focus Group on April 4, 2016; see Appendix J for the minutes

Program Reviews and Program Advisory Committees

The majority of external stakeholders who participate in program reviews and Program Advisory Committees for Fanshawe programs consistently request additional training in communication skills.

Source: Mary Harrison (Curriculum Consultant, Centre for Academic Excellence)

6.0 Feasibility of Program

6.1 Multi-Year Enrolment Projections (headcount)

Consultation: Registrar's Office

	2016/17	2017/18	2018/19	2019/20	Ongoing
Year One	24	35	45	55	65
Year Two					
Year Three					
Year Four					
Number of Graduates	22	32	42	52	62
Total Enrolment	24	35	45	55	65

6.2 Human Resources

a) Include staffing plan for program, up to and including full implementation.

1. Estimate the staffing requirements that are above the existing HR complement.
2. Would there be any changes to current staffing arrangements in order to implement this new program?
3. Would there be any additional training needs?

Consultation: Human Resources, OD&L, other Schools

b) Student Services

1. What other Learner / Student Success Services are required?

Consultation: Student Success

a) The existing full-time faculty complement for The School of Language and Liberal Studies is sufficient for this program. Faculty who teach in the program may also include part-time/partial load instructors. There are no additional training needs.

Source: Kim Otto (Operations Manager, The Faculty of Arts, Media and Design)

b) For the most part, existing student support services (e.g. The Learning Centre) are sufficient. However, based on the fact that this program will actively solicit mature students (i.e. working professionals who want/need to upgrade their skills) and will have an all-online delivery option, the following additional supports are recommended:

- A face-to-face, hands-on instructional session for students about using FOL
 - This should be offered at the beginning of each semester
 - It could be facilitated through the existing FOL Ambassadors program
- An online tutorial about how to succeed in online courses
- A common FOL “launch” page for everyone in the program
 - This page should provide links for questions, support (including IT support), etc.
 - Important announcements can be posted here to reach everyone
 - Experience at Fanshawe suggests that this kind of page provides a stronger identity to the program as a whole, which helps online students to feel less isolated and more a part of a larger group

Source: Bev Antone-Collar (Student Success Advisor)

6.3 Ministry Funding *Consultation: CAE*



See **Appendix F: Program Delivery Information (PDI) Form to Calculate Program Funding Parameters.**

6.4 Tuition Fees *Consultation: Registrar’s Office, Financial Planning, CAE*

Approved Postsecondary (APS) Program MTCU Table

- **Wt** - Program Weight for funding purposes: 1.1
- **FU** - Program Funding Units for funding purposes: 0.9
- Proposed annual tuition fee: \$4394.80
- Fees: Regular Yes X No
 High Demand Yes No
- What tuition and ancillary fees are being charged by other colleges for similar programs?

The proposed annual tuition fee is in line with both the Public Relations—Corporate Communication (COR3) Graduate Certificate program at Fanshawe, and the Communication—Professional Writing Graduate Certificate program at Centennial. Humber is treating its program as a Master’s-level credential that requires a

completed Bachelor's degree for entry, and is charging high fees accordingly; because of its entrance requirements, it is not comparable for tuition purposes.

Source: Terry Dobson (Senior Manager, Resource Planning, Finance & Administration)

6.5 Program Resources

a) Capital requirements

1. Specify the capital requirements required for startup of all levels.
2. Estimate the capital requirements for ongoing delivery of the program (up to the 5th year).
3. Specify the amount of capital investment required to implement this program that is beyond your existing capital allotment. If this exceeds \$1.5 Million, also the source of these funds.
4. Specify the type of equipment and infrastructure enhancements needed to operationalize delivery of the program (electrical upgrade, water, eye wash station, fume hood, etc.).
5. Identify special lab amenities/attributes (functional requirements noted in 6.5 a) that impact 6.5 b)).

Consultation: Faculty, Chair, Program/Ops Manager, HS&S, Facilities Management

There are no anticipated capital requirements for delivery of this program.

b) Space requirements



See **Appendix G: Detailed Course Delivery**

1. Will this program require renovations to existing space? If yes, describe.
2. Will this program require additional space? If yes, describe.
3. Will this program require designated space? If yes, describe.
4. Specify the size, type and attributes of classrooms and/or dedicated labs.

Consultation: Facilities Management, Timetabling/Scheduling

This program does not require renovations, additional space, or designated space. Standard classrooms (seating 35 students) and standard PC labs are sufficient.

Scheduling believes it will be relatively easy to accommodate this program.

Sources: Justin Potts (Scheduling Analyst, Centre for Academic Excellence); Pauline Pym (Scheduling Representative, Centre for Academic Excellence)

c) **Computing requirements**

1. Identify any computers or related hardware devices that are to be funded:
☐ Desktop Computer ☐ Laptop ☐ Notebook ☐ Tablet
☐ PC based ☐ MAC ☐ IOS ☐ Android ☐ Other:
2. Identify any connectivity requirements that are to be funded:
☐ Permanent Hardwire ☐ Pluggable e.g. Laptop ☐ Wireless
☐ Other:
3. Identify any data storage requirements that are to be funded (excluding FOL):
☐ Local Hard Drive ☐ Area Server ☐ Central Server ☐ Cloud
☐ Other:
4. Identify any software requirements and version:
☒ Office Professional Plus ☐ Office Project Professional
☐ Office Proof ☒ English ☐ French ☐ Spanish
☐ Office Publisher ☐ Office Visio
☐ Silverlight
☐ Other:
5. Estimate the computing requirements required for startup of all levels.
6. Estimate the computing requirements for ongoing delivery of the program (up to the 5th year).
7. What are the implications for existing IT architecture given program size, delivery format and computing requirements?
8. Does existing IT infrastructure allow this program to be offered as proposed? If no, what is required?
9. What are the software licensing fees (one time and annual)?
10. Is there a requirement to purchase enabling technologies (clickers, SMART Boards, etc.)? If yes, describe.
11. Can the proposed hardware and software run on the College's networks? If no, describe what is required.
12. What are the online registration, e-learning and FOL requirements?
13. Are there specific IT staff support needs for the program? If yes, describe.

Consultation: Information Technology Services

The proposed Advanced Communication for Professionals Ontario Graduate Certificate program does not require hardware, software, virtual storage space, or funding related to IT beyond what Fanshawe already possesses. For face-to-face and hybrid deliveries, existing computer lab space is sufficient should instructors wish to use it (e.g. the type of labs found in F3009, A1025, etc.). Additionally, no software beyond Office Professional Plus is required; Fanshawe already has this software on its lab computers and routinely provides complimentary copies of it to students. The standard version of

FanshaweOnline (FOL) is also sufficient. Finally, existing IT staff are sufficient for supporting this program (e.g. maintenance of labs, networks servers, and storage).

Source: Craig Reed (Senior Manager—Network Services and Computer Operations at Fanshawe)

d) **Learning Resources** - Include collections and/or online resources required.

Consultation: Library

Existing subscriptions to databases are sufficient for supporting this proposed program. It is especially important that subscriptions are maintained for the following databases:

- ABI/INFORM Global
- Business Source Complete (EBSCO)
- CBCA Business
- ProQuest Research Library

e) **Marketing Plan** - Outline marketing strategies that will assist in reaching the appropriate student populations for this program.

Consultation: Reputation and Brand Management

This program will be launched “on cycle” in order to take advantage of all of Reputation and Brand Management’s standard marketing promotions:

- Inclusion in the Graduate and Professional Studies Viewbook (direct mail delivered to local catchment and key domestic markets)
- Traditional and digital advertising for Graduate and Professional Studies
- Google AdWords program campaign for domestic searches
- University/college recruitment fairs at feeder schools/institutions in Ontario
- Fanshawe Pathways Fair
- Fanshawe Welcome Lounge

It is not anticipated that this program will require specialized or niche marketing campaigns.

Sources: Dave Schwartz (Senior Manager, Reputation and Brand Management); Courtney Ecker (Marketing Officer for Graduate Studies, Reputation and Brand Management)

6.6 Budget for Program - (multi-year)



- Quantify any estimated spending requirements that are above your existing budget.
- Outline any budgetary assumptions.
- What was the outcome of your funding calculation?

Consultation: Financial Planning

See **Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)**.

See Appendix H for the full multi-year budget.

Sources: Terry Dobson (Senior Manager, Resource Planning, Finance & Administration); Kim Otto (Operations Manager, The Faculty of Arts, Media and Design); Jessica Bugorski (Chair, The School of Language and Liberal Studies)

6.7 Alternative Sources of Funding

- a) Are there alternative sources of funding for this program (e.g., donations, repurposing, partnerships)?

Consultation: Advancement and Alumni Office

At present, there are no alternative sources of funding for this program. However, if the program is approved, the Advancement and Alumni Office will investigate alternative sources. Additionally, students in the proposed program will be eligible for academic-based postgraduate study awards that currently exist at Fanshawe.

One external stakeholder at the Employer Focus Group for this program indicated interest in providing a scholarship or award for students in this program.

Source: Kacey German (Development & Alumni Associate, Alumni and Advancement Office); Justin Darling (External stakeholder—fitness and health promotion entrepreneur/consultant)



APPLICATION FORM FOR PROGRAM PROPOSAL

A. Funding Request: This proposal will be sent to the MTCU for Approval for Funding. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
B. College Name: Fanshawe College								
C. College Contact(s): Person responsible for this proposal. <table><tr><td>Name: Tracy Gedies</td><td>Name: Jessica Bugorski</td></tr><tr><td>Title: Director, Centre for Academic Excellence</td><td>Title: Acting Chair, School of Language and Liberal Studies</td></tr><tr><td>Telephone: 519-452-4430 ext. 4733</td><td>Telephone: 519-452-4430 ext. 4704</td></tr><tr><td>E-mail: tgedies@fanshawec.ca</td><td>E-mail: jbugorski@fanshawec.ca</td></tr></table>	Name: Tracy Gedies	Name: Jessica Bugorski	Title: Director, Centre for Academic Excellence	Title: Acting Chair, School of Language and Liberal Studies	Telephone: 519-452-4430 ext. 4733	Telephone: 519-452-4430 ext. 4704	E-mail: tgedies@fanshawec.ca	E-mail: jbugorski@fanshawec.ca
Name: Tracy Gedies	Name: Jessica Bugorski							
Title: Director, Centre for Academic Excellence	Title: Acting Chair, School of Language and Liberal Studies							
Telephone: 519-452-4430 ext. 4733	Telephone: 519-452-4430 ext. 4704							
E-mail: tgedies@fanshawec.ca	E-mail: jbugorski@fanshawec.ca							
D. Proposed Program Title: <u>Advanced Communication for Professionals</u>								
E. Proposed Credential: Please select one (1). <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input checked="" type="checkbox"/> Ontario College Graduate Certificate								
F. Program Maps (Appendix A): Please complete and attach the two (2) Program Maps. <u>Form 1-</u> Vocational Program Learning Outcomes <u>Form 2-</u> Essential Employability Skills Outcomes								
G. Program Description (Appendix B): Please complete and attach the Program Description Form.								
H. Program Curriculum (Appendix C): Please complete and attach the Program Curriculum Form.								
I. Regulatory Status Form (Appendix D): Please complete and attach the Regulatory Status Form.								
J. Date of Submission to CVS: <u>Click here to enter a date.</u>								
FOR CVS USE ONLY								
K. Date of CVS Response: <u>Click here to enter a date.</u>								
L. CVS Validation Decision: <input type="checkbox"/> Proposal Validated. APS Number: Reason: <input type="checkbox"/> Proposal not Validated. Reason:								
M. CVS Signature:								

Send the completed form and required appendices to: belfer@ocqas.org. For detailed information on how to complete the *Application Form for Program Proposal*, please refer to the *Instructions for Submission of Program Proposal* document at www.ocqas.org.



INTRODUCTION

The process established by the Credentials Validation Service (CVS) is designed to be a streamlined, seamless, effective, and efficient process that will allow colleges to submit and receive validation requests and decisions in a timely manner. The document with the instructions to complete this form (*CVS Instructions for Submission of Program Proposal*) is available to all colleges on the OCQAS website (www.ocqas.org).



F. PROGRAM MAPS (APPENDIX A): Form 1 - Vocational Program Learning Outcomes

<u>Provincial Vocational Program Outcomes</u> <input type="checkbox"/> Provincial Program Standard, <i>or</i> <input checked="" type="checkbox"/> Provincial Program Description MTCU code: 72012 (Centennial Program, APS #1288)	Proposed Program Vocational Learning Outcomes	Course Title / Course Code
1. Plan, create, and edit business and technical content that aligns with client, project, structure, and strategy requirements.	1. Create focused, well-structured documents and presentations that implement professional stylistic expectations and effective rhetorical decisions.	<ul style="list-style-type: none">• COMM-6XX1: Communication Literacy and Ethics• COMM-6XX2: Advanced Editing for Professional Documents• COMM-6XX3: Writing for the Web• COMM-6XX4: Professional Presentations• COMM-6XX6: Advanced Reports• COMM-6019: Advanced Professional Communication• WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
	2. Analyze and successfully respond to the communication expectations of various professional audiences when creating professional documents and presentations, including in an online environment.	<ul style="list-style-type: none">• COMM-6XX1: Communication Literacy and Ethics• COMM-6XX2: Advanced Editing for Professional Documents• COMM-6XX3: Writing for the Web• COMM-6XX4: Professional



	<p>Presentations</p> <ul style="list-style-type: none">• COMM-6XX6: Advanced Reports• COMM-6019: Advanced Professional Communication• MGMT-6061: Agile Project Development• PSYC-6XX1: Communication Psychology for Professionals• WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
4. Edit and adapt professional messages for success in multiple, diverse contexts.	<ul style="list-style-type: none">• COMM-6XX2: Advanced Editing for Professional Documents• COMM-6XX3: Writing for the Web• COMM-6XX4: Professional Presentations• PSYC-6XX1: Communication Psychology for Professionals• WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
5. Synthesize sector-related research to produce relevant, persuasive reports.	<ul style="list-style-type: none">• COMM-6XX5: Navigating the Research Landscape• COMM-6XX6: Advanced Reports• COMM-6019: Advanced Professional Communication



2. Design and develop innovative communication methods to create audience-appropriate content.	Same as VLO 2, above	
	Same as VLO 4, above	
	7. Produce visually effective documents and presentations.	<ul style="list-style-type: none"> • COMM-6XX2: Advanced Editing for Professional Documents • COMM-6XX3: Writing for the Web • COMM-6XX4: Professional Presentations • COMM-6XX6: Advanced Reports • COMM-6019: Advanced Professional Communication • WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
3. Assess the effectiveness of communications strategies in relation to audience's needs and industry standards.	Same as VLO 2, above	
	Same as VLO 4, above	
4. Collaborate with communicators, clients, and subject matter experts to produce mutually acceptable content.	Same as VLO 2, above	
	3. Employ effective leadership skills in professional environments to promote increased communication efficiency and	<ul style="list-style-type: none"> • MGMT-6089: Leadership & Management Fundamentals • PSYC-6XX1: Communication Psychology



	improved workplace collaboration.	for Professionals <ul style="list-style-type: none"> • PSYC-6XX2: Conflict Management
	8. Facilitate positive and productive interpersonal communication in the workplace to build and maintain strong relationships with both internal and external stakeholders.	<ul style="list-style-type: none"> • COMM-6XX1: Communication Literacy and Ethics • MGMT-6089: Leadership & Management Fundamentals • PSYC-6XX1: Communication Psychology for Professionals • PSYC-6XX2: Conflict Management
	9. Manage a collaborative project to ensure that it meets all required parameters (e.g. scope, timelines, etc.).	<ul style="list-style-type: none"> • COMM-6XX6: Advanced Reports • MGMT-6061: Agile Project Development • MGMT-6089: Leadership & Management Fundamentals
5. Adapt existing content to meet business requirements.	Same as VLO 4, above	
	Same as VLO 5, above	
	6. Comply with intellectual property rights when synthesizing, citing, or repurposing others' work in professional documents and presentations.	<ul style="list-style-type: none"> • COMM-6XX2: Advanced Editing for Professional Documents • COMM-6XX3: Writing for the Web • COMM-6XX4: Professional Presentations



		<ul style="list-style-type: none">• COMM-6XX5: Navigating the Research Landscape• COMM-6XX6: Advanced Reports• COMM-6019: Advanced Professional Communication• WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
6. Evaluate the effect of technology and emerging media on contemporary storytelling.	Same as VLO 2, above	
	Same as VLO 4, above	
7. Manage the execution of a communications project using effective leadership skills and project management tools and techniques.	Same as VLO 3, above	
	Same as VLO 8, above	
	Same as VLO 9, above	
8. Complete all work in accordance with applicable laws, regulations, and industry principles and practices, including the use and re-use of copyright materials.	Same as VLO 6, above	
9. Design and create complex visual aids, presentations, and layouts for print and virtual platforms.	Same as VLO 2, above	
	Same as VLO 4, above	



	Same as VLO 7, above	
10. Develop and maintain a professional portfolio and materials to market and promote services.		

Add additional rows as required to complete the mapping exercise.



F. PROGRAM MAPS (APPENDIX A): Form 2 – Essential Employability Skills Outcomes

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
Communication	<ul style="list-style-type: none">• Reading• Writing• Speaking• Listening• Presenting• Visual Literacy	<ul style="list-style-type: none">• communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience	<ul style="list-style-type: none">• COMM-6XX2: Advanced Editing for Professional Documents• COMM-6XX3: Writing for the Web• COMM-6XX4: Professional Presentations• COMM-6XX5: Navigating the Research Landscape• COMM-6XX6: Advanced Reports• COMM-6019: Advanced Professional Communication• MGMT-6089: Leadership & Management Fundamentals• PSYC-6XX1: Communication Psychology for Professionals• WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
		<ul style="list-style-type: none">• respond to written, spoken, or visual messages in a manner that ensures effective	<ul style="list-style-type: none">• COMM-6XX2: Advanced Editing for Professional Documents



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		communication	<ul style="list-style-type: none"> • COMM-6XX3: Writing for the Web • COMM-6XX4: Professional Presentations • COMM-6XX6: Advanced Reports • COMM-6019: Advanced Professional Communication • MGMT-6089: Leadership & Management Fundamentals • PSYC-6XX1: Communication Psychology for Professionals • PSYC-6XX2: Conflict Management
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analysing and using numerical data • Conceptualizing 	<ul style="list-style-type: none"> • execute mathematical operations accurately 	<ul style="list-style-type: none"> • COMM-6XX5: Navigating the Research Landscape • MGMT-6061: Agile Project Development
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> • Analysing • Synthesizing 	<ul style="list-style-type: none"> • apply a systematic approach to solve problems 	<ul style="list-style-type: none"> • COMM-6XX1: Communication Literacy and Ethics • COMM-6XX2: Advanced Editing



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
	<ul style="list-style-type: none"> Evaluating Decision-making Creative and innovative thinking 		for Professional Documents <ul style="list-style-type: none"> COMM-6XX3: Writing for the Web COMM-6XX4: Professional Presentations COMM-6XX5: Navigating the Research Landscape COMM-6XX6: Advanced Reports COMM-6019: Advanced Professional Communication MGMT-6061: Agile Project Development MGMT-6089: Leadership & Management Fundamentals PSYC-6XX1: Communication Psychology for Professionals PSYC-6XX2: Conflict Management WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
		<ul style="list-style-type: none"> use a variety of thinking skills to anticipate and solve problems 	<ul style="list-style-type: none"> COMM-6XX1: Communication Literacy and Ethics



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			<ul style="list-style-type: none"> • COMM-6XX2: Advanced Editing for Professional Documents • COMM-6XX3: Writing for the Web • COMM-6XX4: Professional Presentations • COMM-6XX5: Navigating the Research Landscape • COMM-6XX6: Advanced Reports • COMM-6019: Advanced Professional Communication • MGMT-6061: Agile Project Development • MGMT-6089: Leadership & Management Fundamentals • PSYC-6XX1: Communication Psychology for Professionals • PSYC-6XX2: Conflict Management • WRIT-6XX1: Advanced Reading, Writing and Audience Analysis
Information	<ul style="list-style-type: none"> • Gathering and managing 	<ul style="list-style-type: none"> • locate, select, organize, and document 	<ul style="list-style-type: none"> • COMM-6XX2: Advanced Editing



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
Management	information <ul style="list-style-type: none"> • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	information using appropriate technology and information systems	for Professional Documents <ul style="list-style-type: none"> • COMM-6XX3: Writing for the Web • COMM-6XX4: Professional Presentations • COMM-6XX5: Navigating the Research Landscape • COMM-6XX6: Advanced Reports • COMM-6019: Advanced Professional Communication
		<ul style="list-style-type: none"> • analyse, evaluate, and apply relevant information from a variety of sources 	<ul style="list-style-type: none"> • COMM-6XX4: Professional Presentations • COMM-6XX5: Navigating the Research Landscape • COMM-6XX6: Advanced Reports • COMM-6019: Advanced Professional Communication • MGMT-6061: Agile Project Development
Inter-personal	<ul style="list-style-type: none"> • Team work 	<ul style="list-style-type: none"> • show respect for the diverse opinions, values, belief systems, and contributions of others 	<ul style="list-style-type: none"> • COMM-6XX1: Communication Literacy and Ethics



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
	<ul style="list-style-type: none"> Relationship management Conflict resolution Leadership Networking 		<ul style="list-style-type: none"> MGMT-6089: Leadership & Management Fundamentals PSYC-6XX1: Communication Psychology for Professionals PSYC-6XX2: Conflict Management
		<ul style="list-style-type: none"> interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals 	<ul style="list-style-type: none"> COMM-6XX6: Advanced Reports COMM-6019: Advanced Professional Communication MGMT-6061: Agile Project Development MGMT-6089: Leadership & Management Fundamentals PSYC-6XX1: Communication Psychology for Professionals PSYC-6XX2: Conflict Management
Personal	<ul style="list-style-type: none"> Managing self Managing change and being flexible and adaptable Engaging in reflective practice Demonstrating personal 	<ul style="list-style-type: none"> manage the use of time and other resources to complete projects 	<ul style="list-style-type: none"> COMM-6XX6: Advanced Reports MGMT-6061: Agile Project Development
		<ul style="list-style-type: none"> take responsibility for one's own actions, decisions, and consequences 	<ul style="list-style-type: none"> MGMT-6089: Leadership & Management Fundamentals



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
	responsibility		<ul style="list-style-type: none">• PSYC-6XX1: Communication Psychology for Professionals• PSYC-6XX2: Conflict Management



G. PROGRAM DESCRIPTION (APPENDIX B)

Program Description

Provide a brief description of the program, similar to what might be used as, or found in, advertising or a calendar description.

Advanced Communication for Professionals is an Ontario College Graduate Certificate program that supports students and professionals in further developing their written, verbal and interpersonal communication skills. In today's increasingly connected and knowledge-based economy, these skills are crucial for professional success across a wide array of sectors. Employers in the Canadian workplace consistently complain that the workforce has insufficient communication skills; this program therefore focuses on advanced workplace communication, advanced interpersonal communication, advanced writing and project development, and advanced reports. Graduates will enjoy increased employability and advancement potential, and enhanced credentials.

Laddering Opportunities

Provide a brief description of known laddering into and from the proposed program, e.g. certificate to diploma, diploma to degree, apprenticeship to college, diploma to apprenticeship, college to college, diploma to college degree, etc.

There are opportunities for students in the Lawrence Kinlin School of Business (LKSB) Graduate Certificates to receive advanced standing in this program. Professional Communication requires the following three courses that are already required in LKSB Graduate Certificates:

- COMM-6019: Advanced Professional Communication
 - Required in the following LKSB Graduate Certificates: Human Resources Management (HMG1), Insurance and Risk Management (IRM1), International Business Management (ITB1), Logistics and Supply Chain Management (SCM1), Marketing Management (MKM1), Operations Management (OPM2), and Project Management (PRJ1)
- MGMT-6061: Agile Project Development
 - Required in LKSB's Project Management (PRJ1) Graduate Certificate
- MGMT-6089: Leadership & Management Fundamentals
 - Required in LKSB's Operations Management (OPM2) Graduate Certificate

Students in these existing Graduate Certificate Programs will therefore receive advanced standing for up to two courses in the proposed Professional Communication Graduate Certificate.

Furthermore, the admissions requirements for the proposed Professional Communication Graduate Certificate are wholly compatible with LKSB's Graduate Certificate admission requirements; students who wish to enter the Professional Communication program with advanced standing will not face any additional barriers to entry.

Occupational Areas

Provide a brief description of where it is anticipated graduates will find employment.

The program is designed to enhance employability and advancement opportunities across all sectors through the



development of crucially important, transferable communication skills.

Proposed Program Vocational Learning Outcomes

Provide the list of the proposed program vocational learning outcomes. These outcomes should be listed, verbatim as they appear in Appendix A- Form 1.

The graduate has reliably demonstrated the ability to:

1. Create focused, well-structured documents and presentations that implement professional stylistic conventions and effective rhetorical decisions.
2. Analyze and successfully respond to the communication expectations of various professional audiences when creating professional documents and presentations, including in an online environment.
3. Employ effective leadership skills in professional environments to promote increased communication efficiency and improved workplace collaboration.
4. Edit and adapt professional messages for success in multiple, diverse contexts.
5. Synthesize sector-related research to produce relevant, persuasive reports.
6. Comply with intellectual property rights when synthesizing, citing, or repurposing others' work in professional documents and presentations.
7. Produce visually effective documents and presentations.
8. Facilitate positive and productive interpersonal communication in the workplace to build and maintain strong relationships with both internal and external stakeholders.
9. Manage a collaborative project to ensure that it meets all required parameters (e.g. scope, timelines, etc.).

Admission Requirements

Identify the Admission Requirements for the program.

Prospective students will require a college-level diploma (2-year or 3-year), or a college or university degree, or what the College judges to be a sufficient combination of post-secondary education and work experience.

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 570 for the paper-based test (PBT), or 88 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.5 with no score less than 6.0 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 70 with no score less than 60 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 75% in all sections of the test, with test results within the last two years



H. PROGRAM CURRICULUM (APPENDIX C)

Semester	Course Code/ Course Title <i>(As indicated in Appendix A)</i>	General Education Course <i>(indicate with an X)</i>	Total Course Hours	Course Description
1	COMM-6XX1: Communication Literacy and Ethics		56.0	This course cultivates communication literacy and ethics. Through an in-depth analysis of messages used and abused in diverse domains (such as political propaganda, advertising, corporate language, social media, and televised news and entertainment), students will not only discover the private and public repercussions of communication misuse, but also learn to neutralize attempts at ideological, commercial and corporate manipulation. Students will also examine case studies of real-world business and professional communication that violates ethical norms.
1	COMM-6019: Advanced Professional Communication		45.0	This course focuses on refining and advancing students' workplace communication abilities. The advanced communication documents and strategies covered include presentation skills, research skills, business document writing, meeting and management team strategies, business etiquette, and advanced employment communications. Additionally, students learn about interpersonal and intercultural communication (high/low and monochronic/polychronic context) concepts and strategies. Throughout the course, students perform analysis in online groups to reflect a workplace environment. This course requires students to regularly engage in an online environment.
1	WRIT-6XX1: Advanced Reading, Writing and Audience Analysis		56.0	This course provides students with strong knowledge of the principles of clear, concise and correct communication. Students will analyze examples of written, visual and oral communication for their structure, style, tone, and rhetorical strategies, and will consider the relationship of the writer to his/her audience and purpose. Additionally, students will develop an appreciation



				of the stylistic and rhetorical conventions in specific professional fields (e.g. business, health sciences, technology, etc.). Finally, students will learn to apply these concepts to their own writing, and to construct well-structured and grammatically correct texts that fulfill audience needs and expectations.
1	MGMT-6089: Leadership & Management Fundamentals		45.0	In this course, the principles of effective leadership and management are examined with an emphasis on developing strategies for effectively managing groups of people. Situational leadership strategies, relating to the production of goods and services, will be analyzed with a view toward leading organizations through periods of change. Students work collaboratively to examine a variety of workplace issues through case study analysis, thereby learning to provide effective leadership as part of the management team.
1	PSYC-6XX1: Communication Psychology for Professionals		56.0	This course will focus on the application of psychological processes in the workplace with the goal of increasing communication and interpersonal competencies. We will examine the impacts of cognition, emotion, motivation, learning, and memory on key workplace issues, such as interviewing, teamwork, intercultural communication, and ethics. With an emphasis on organizational principles, students will develop strategies for fostering positive human interactions and productive communication.
1	PSYC-6XX2: Conflict Management		56.0	This course will explore strategies for the successful management of conflict within professional domains. Students will examine the precipitating factors that can lead to conflict within a workplace, such as competing demands, deadlines, abrasiveness, discrimination, and hierarchical power structures. Students will also gain insight into the different facets of conflict resolution, including mediation, discussion and advocacy. Through role-playing and case study analysis, students will apply strategies for successful conflict management, with the goal of establishing and maintaining positive professional identities and productive group dynamics.



2	COMM-6XX2: Advanced Editing for Professional Documents		56.0	This course will prepare students for the technical and formatting challenges encountered while editing documents for diverse professional fields, including (but not limited to) the sciences, law, business, and media. An emphasis will be placed on transforming problematic, vague, and/or highly technical language into clear prose that is error free, sophisticated and accessible. Students will also learn strategies for working with documents generated by second language speakers. The ultimate goal of the course is to prepare graduates for editing a wide range of documents with varying levels of technicality for diverse audiences.
2	COMM-6XX3: Writing for the Web		56.0	The hyper-connected 21 st Century workplace has created new channels to produce digital media more rapidly, more often, and more widely than ever before. The ability to communicate clearly, effectively, and strategically in this environment is critical for reaching professional goals. In this course, students explore theoretical concepts, such as media richness and social presence, in various formats vital to the digital workplace. Students are also provided the opportunity to learn, develop, and apply web-based writing skills essential for career success and future growth. Subject areas include strategic web writing, designing for diversity and special audiences, the basics of SEO (search engine optimized) writing, social media management, and the principles of universal design. By the end of the course, students will have developed skills in constructing a range of representative web content.
2	MGMT-6061: Agile Project Development		45.0	Students learn the skills of Agile Project Development for high risk, high change projects. They determine how to develop and manage the product backlog, create and use effective user stories and develop project use cases to manage project requirements. Students role-play as ScrumMaster leader and run mock planning sessions, re-planning session, planning poker, risk and retrospective sessions. Students will estimate project tasks using story points analyze and manage the project scope and expectations with



				stakeholders to deliver on the project.
2	COMM-6XX4: Professional Presentations		56.0	This course will develop advanced presentation skills (including cultivating influence, personal impact, authority and natural presence), and will improve students' verbal and non-verbal presentation skills in a variety of contexts. Students will structure and deliver professional presentations, both formal and informal, and will prepare appropriate accompanying visual aids; furthermore, strategies for handling questions, generating buy-in, and scripting effective narrative arcs will be covered. The course will also examine the ethical use of copyrighted materials in presentations within both corporate and not-for-profit contexts.
2	COMM-6XX5: Navigating the Research Landscape		42.0	This course will teach students how to find, evaluate, productively engage with, and use research in their professional careers. The course introduces and develops two types of research skills commonly employed – and combined – to solve complex problems: qualitative (involving the gathering, selection, and analysis of both qualitative data and secondary sources) and quantitative (involving the generation and analysis of numerical data and its transformation into useable statistics). Students will synthesize qualitative and quantitative research to comprehend and solve sector-related problems, and they will document this research in the form of well-organized, persuasive forms of professional communication. The course will also reinforce compliance with intellectual property rights and use of appropriate styles of documentation when conducting research
2	COMM-6XX6: Advanced Reports		56.0	This course fosters students' skills in developing in-depth, persuasive reports. In groups, students choose a detailed professional communication case study to solve. They work through it for the duration of the course, focusing on strategies for organizing, synthesizing, and presenting information, for collaborative writing, and for implementing clear, concise prose. Additionally, this course will cover the principles for attractively presenting visual data



				and incorporating this data within written documents. The reports that the student groups produce will adhere to principles that ensure real-world success.
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Note: Although the courses are separated into two semesters in this table, there is no pre-requisite structure; i.e., students should be able to begin their studies in Semester 2 and then finish with Semester 1



I. REGULATORY STATUS FORM (APPENDIX D)

Please complete the following:

There IS a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation

- ☐ **Mandatory recognition of a regulatory authority exists and is being sought.**
(Please refer to Section A below- *Mandatory Regulatory Requirements*)

There IS or IS NOT a voluntary (i.e., not required by legislation) licensing or certification for entry to practice in the profession or trade.

- ☐ YES
☒ NO – no voluntary licensing or certification

- ☐ **Voluntary recognition of a regulatory authority IS being sought.**
(Please refer to Section B below- *Recognition by Voluntary Association*)

- ☒ **Voluntary recognition is NOT being sought*.**
Please explain why: [No voluntary licensing or certification](#)

**Note: There may be titling implications for programs that are not seeking recognition in an area where existing programs have secured recognition.*



A. MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is ***required by legislation*** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Name of regulatory authority:

Status (please select ALL that apply)

☐ Accreditation or approval by the regulatory authority / designated third party received.

Date of recognition:

☐ The college is working toward accreditation with the regulatory authority/ designated third party.

Describe current status of application:

Expected date of recognition:

☐ The regulatory authority does not accredit educational programs directly or through designated third party. Formal acknowledgement (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority regarding the status of the recognition.



B. RECOGNITION BY VOLUNTARY ASSOCIATION

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **a recommendation and not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.

Name of voluntary association:

Status (please select ALL that apply)

☐ The college is working toward recognition.

Describe current status of application:

Expected date of recognition:

☐ Recognition has been received.

Date of recognition:

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.):

☐ The association does not recognize educational programs directly or through designated third party. Formal recognition (e.g. in its published requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association regarding the status of the recognition.

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING Advanced Communication for Professionals													
PROGRAM VOCATIONAL LEARNING OUTCOMES													
	COMM-6XX1 Communication Literacy and Ethics	COMM-6019 Advanced Professional Communication	WRIT-6XX1 Advanced Reading, Writing and Audience Analysis	MGMT-6089 Leadership & Management Fundamentals	PSYC-6XX1 Communication Psychology for Professionals	PSYC-6XX2 Conflict Management	COMM-6XX2 Advanced Editing for Professional Documents	COMM-6XX3 Writing for the Web	MGMT-6061 Agile Project Development	COMM-6XX4 Profesional Presentations	COMM-6XX5 Navigating the Research Landscape	COMM-6XX6 Advanced Reports	# OF COURSES EVALUATING THE OUTCOME
1 - Introductory													
2 - Intermediate													
3 - Advanced													
The graduate has reliably demonstrated the ability to: (Source: MTCU Code)													
1. Create focused, well-structured documents and presentations that implement professional stylistic conventions and effective rhetorical decisions.	3	3	3				3	3		3		3	7
2. Analyze and successfully respond to the communication expectations of various professional audiences when creating professional documents and presentations, including in an online environment.	3	3	3		3		3	3	3	3		3	9
3. Employ effective leadership skills in professional environments to promote increased communication efficiency and improved workplace collaboration.				3	3	3							3
4. Edit and adapt professional messages for success in multiple, diverse contexts.			3		3		3	3		3			5
5. Synthesize sector-related research to produce relevant, persuasive reports.		3									3	3	3
6. Comply with intellectual property rights when synthesizing, citing, or repurposing others’ work in professional documents and presentations.		3	3				3	3		3	3	3	7
7. Produce visually effective documents and presentations.		3	3				3	3		3		3	6
8. Facilitate positive and productive interpersonal communication in the workplace to build and maintain strong relationships with both internal and external stakeholders.	3			3	3	3							4
9. Manage a collaborative project to ensure that it meets all required parameters (e.g. scope, features, timelines, etc.).				3					3			3	3
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE	3	5	5	3	4	2	5	5	2	5	2	6	
GM = General Education (mandatory) G = General Education (elective)													

NB - Only indicate the outcomes that are Taught & Evaluated (TE or TRE) in a course

PROGRAM DEVELOPER: Amy Mitchell

ACADEMIC CHAIR: Jessica Bugorski

Date Completed: April 11, 2016

Analysis of Mapping Results:

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING Advanced Communication for Professionals													
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES													
4 = R 5 = RE 6 = TE 7 = TRE	COMM-6XX1 Communication Literacy and Ethics	COMM-6019 Advanced Professional Communication	WRIT-6XX1 Advanced Reading, Writing and Audience Analysis	MGMT-6089 Leadership & Management Fundamentals	PSYC-6XX1 Communication Psychology for Professionals	PSYC-6XX2 Conflict Management	COMM-6XX2 Advanced Editing for Professional Documents	COMM-6XX3 Writing for the Web	MGMT-6061 Agile Project Development	COMM-6XX4 Professional Presentations	COMM-6XX5 Navigating the Research Landscape	COMM-6XX6 Advanced Reports	# OF COURSES SUPPORTING THE OUTCOME
T = Taught R = Reinforced E = Evaluated													
The graduate has reliably demonstrated the ability to: (Source: MTCU Code)													
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	4	6	6	6	6		6	6		6	6	6	10
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	4	6	4	6	6	6	6	6	4	6		6	11
3. execute mathematical operations accurately.									6		6		2
4. apply a systematic approach to solve problems.	6	6	6	6	6	6	6	6	6	6	6	6	12
5. use a variety of thinking skills to anticipate and solve problems.	6	6	6	6	6	6	6	6	6	6	6	6	12
6. locate, select, organize, and document information using appropriate technology and information systems.		6					6	6		6	6	6	6
7. analyze, evaluate, and apply relevant information from a variety of sources.		6							6	6	6	6	5
8. show respect for the diverse opinions, values, belief systems, and contributions of others.	6	4		6	6	6	4		4	4		4	9
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.		6		6	6	6			6			6	6
10. manage the use of time and other resources to complete projects.							4	4	6			6	4
11. take responsibility for one's own actions, decisions, and consequences.	4			6	6	6			4			4	6
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE	6	8	4	7	7	6	7	6	9	7	6	10	

PROGRAM DEVELOPER: Amy Mitchell

ACADEMIC CHAIR: Jessica Bugorski

Date Completed: April 11, 2016

Analysis of Mapping Results:

APPENDIX F

Program Delivery Information (PDI) Form to Calculate Program Funding Parameters Total Hours Required per Student

All-Online Option (see below for hybrid option)

College: Fanshawe College	Program title: Advanced Communication for Professionals
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Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	308	308								616
Laboratory/workshop/ fieldwork										
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement										
Small group tutorial										
TOTAL	308	308								616

Non-funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Co-op work placement - Mandatory	0									0
Co-op work placement - Optional	0									0
TOTAL	0									0

*Definitions for each instructional setting can be found below.

Hybrid Option

College: Fanshawe College

Program title: Advanced Communication for Professionals

Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	308	308								616
Laboratory/workshop/ fieldwork										
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement										
Small group tutorial										
TOTAL	308	308								616

Non-funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Co-op work placement - Mandatory	0									0
Co-op work placement - Optional	0									0
TOTAL	0									0

*Definitions for each instructional setting can be found below.

Program: Advanced Communication for Professionals
School: School of Language and Liberal Studies

Term:
Starting Year 2017

Course Code	Course Name	Hours	Weeks / Term	Course Status	No. of Sections	Proposed Section Size	Course Delivery Space (hours distribution per week)						Additional Comments
							Classroom	Laboratory	Dedicated Space	Computer Room	Other (describe)	None	
COMM-6XX1	Communication Literacy and Ethics	56	7		1	35	6						Module 1
COMM-6019	Advanced Professional Communication	42	7		1	35	4						Module 1
WRIT-6XX1	Advanced Reading, Writing and Audience Analysis	56	7		1	35	6						Module 1
MGMT-6089	Leadership & Management Fundamentals	42	7		1	35	4						Module 2
PSYC-6XX1	Communication Psychology for Professionals	56	7		1	35	6						Module 2
PSYC-6XX2	Conflict Management	56	7		1	35	6						Module 2
COMM-6XX2	Advanced Editing for Professional Documents	56	7		1	35	3			3			A standard PC computer room is sufficient
COMM-6XX3	Writing for the Web	56	7		1	35	3			3			A standard PC computer room is sufficient
MGMT-6061	Agile Project Development	42	7		1	35	4						Module 3
COMM-6XX4	Professional Presentations	56	7		1	35	6						Module 4
COMM-6XX5	Navigating the Research Landscape	42	7		1	35	4						Module 4
COMM-6XX6	Advanced Reports	56	7		1	35	6						Module 4
<p>Note: The program is offered in 4 compressed modules of 7 weeks each, with no prerequisite or level structure. Each module has 2 4.0 credit courses (8 hrs/week) and 1 3.0 credit course (6 hrs/week). Modules 1 and 2 will run in the same semester (Module 1 for Weeks 1-7; Module 2 for Weeks 8-14); Modules 3 and 4 will similarly run in the same semester.</p>													

Program Name		Advanced Communication for Professionals										
Program type		Graduate Certificate										
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Incremental revenues												
Grants:	Notes											
Advanced Communication for Professionals	1	n/a	119,558	119,558	145,548	145,548	145,548	145,548	145,548	145,548	145,548	1,257,955
Tuition:												
Advanced Communication for Professionals	2,3,4	90,983	90,983	110,762	110,762	110,762	110,762	110,762	110,762	110,762	110,762	1,068,066
Program Specific fee **		0	0	0	0	0	0	0	0	0	0	0
Other associated revenue		0	0	0	0	0	0	0	0	0	0	0
sub-total		90,983	210,541	230,320	256,311	256,311	256,311	256,311	256,311	256,311	256,311	2,326,021
Incremental expenses												
Indirect salaries:												
Admin/Support staff		0	0	0	0	0	0	0	0	0	0	0
Teaching salaries:												
Full time - number required		0	0	1	1	1	1	1	1	1	1	
- cost @ \$134,458		0	0	134,458	134,458	134,458	134,458	134,458	134,458	134,458	134,458	1,075,664
Part time - hours per week req'd		22	22	13	13	13	13	13	13	13	13	
- cost @ see below		54,562	54,562	32,241	32,241	32,241	32,241	32,241	32,241	32,241	32,241	367,055
One time costs - facilities		0										0
fitup/equipment		0										0
Other startup - FFT workstation/laptop				8,500								8,500
Operating expenses		19,000	17,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	124,000
Capital expenses												0
sub-total		73,562	71,562	186,199	177,699	177,699	177,699	177,699	177,699	177,699	177,699	1,575,219
incremental cash inflows		17,421	138,979	44,121	78,612	78,612	78,612	78,612	78,612	78,612	78,612	750,802
CTO%			66%	19%	31%	31%	31%	31%	31%	31%	31%	
Net present value @ 8%			\$495,208									

Notes:

1. Grant based on existing Public Relations - Corporate Communications program
2. Tuition based on COR3 program rates
3. 100%/0% domestic/international enrolments assumed
4. Based on lvl 1 enrolment total of 25, level 2 at 21, with 1 sections
5. Fully online to start

INPUT FIELDS

Tuition - domestic lvl 1/2	\$1,977.90
(per term) lvl 3/4	\$0.00
Grant all levels	\$2,599.08
(per term)	
Program specific fee all levels	\$0.00
Tuition - international lvl 1/2	\$6,684.50
(per term) lvl 3/4	\$0.00
Enrolment split domestic	100%
international	0%
Part time / Partial load split %	PT 30%
	PL 70%
hrly rate	PT \$66.00
(incl. ben's)	PL \$98.25
Number of weeks for PT/PL	28

YEAR 1

Enrolment table

	Program name	
	Domestic	Int'l
level 1 - Fall	25	0
level 2 - Winter	21	0
level 3	0	0
level 4	0	0
	46	0

Tuition rates

	Domestic	Int'l
level 1	1,977.90	6,684.50
level 2	1,977.90	6,684.50
level 3	0.00	0.00
level 4	0.00	0.00

Grant values

	Domestic	Int'l
level 1	2,599.08	0.00
level 2	2,599.08	0.00
level 3	2,599.08	0.00
level 4	2,599.08	0.00

YEAR 2

Enrolment table

Program name

	Domestic	Int'l	
level 1 - Fall	25	0	25
level 2 - Winter	21	0	21
level 3	0	0	0
level 4	0	0	0
	46	0	46

Tuition rates

Domestic

Int'l

level 1	1,977.90	6,684.50
level 2	1,977.90	6,684.50
level 3	0.00	0.00
level 4	0.00	0.00

Grant values

Domestic

Int'l

level 1	2,599.08	0.00
level 2	2,599.08	0.00
level 3	2,599.08	0.00
level 4	2,599.08	0.00

YEAR 3

Enrolment table

Program name

	Domestic	Int'l	
level 1 - Fall	30	0	30
level 2 - Winter	26	0	26
level 3	0	0	0
level 4	0	0	0
	56	0	56

Tuition rates

Domestic

Int'l

level 1	1,977.90	6,684.50
level 2	1,977.90	6,684.50
level 3	0.00	0.00
level 4	0.00	0.00

Grant values

Domestic

Int'l

level 1	2,599.08	0.00
level 2	2,599.08	0.00
level 3	2,599.08	0.00
level 4	2,599.08	0.00

YEAR 4

Enrolment table

	Program name	
	Domestic	Int'l
level 1 - Fall	30	0
level 2 - Winter	26	0
level 3	0	0
level 4	0	0
	56	0

Tuition rates

	Domestic	Int'l
level 1	1,977.90	6,684.50
level 2	1,977.90	6,684.50
level 3	0.00	0.00
level 4	0.00	0.00

Grant values

	Domestic	Int'l
level 1	2,599.08	0.00
level 2	2,599.08	0.00
level 3	2,599.08	0.00
level 4	2,599.08	0.00

Modules

Block One (Theme: Advanced Workplace Communication and Ethics)

- COMM-6XX1: Communication Literacy and Ethics (4.0 Credits; 8 hrs/week)
- COMM-6019: Advanced Professional Communication (3.0 Credits; 6 hrs/week)
- WRIT-6XX1: Advanced Reading, Writing and Audience Analysis (4.0 Credits; 8 hrs/week)

22 hrs/week x 7 weeks = 154 hrs

Block Two (Theme: Interpersonal Communication)

- MGMT-6089: Leadership & Management Fundamentals (3.0 Credits; 6 hrs/week)
- PSYC-6XX1: Communication Psychology for Professionals (4.0 Credits; 8 hrs/week)
- PSYC-6XX2: Conflict Management (4.0 Credits; 6 hrs/week)

22 hrs/week x 7 weeks = 154 hrs

Block Three (Theme: Advanced Writing and Project Development)

- COMM-6XX2: Advanced Editing for Professional Documents (4.0 Credits; 8 hrs/week)
- COMM-6XX3: Writing for the Web (4.0 Credits; 8 hrs/week)
- MGMT-6061: Agile Project Development (3.0 Credits; 6 hrs/week)

22 hrs/week x 7 weeks = 154 hrs

Block Four (Theme: Advanced Presentations and Reports)

- COMM-6XX4: Professional Presentations (4.0 Credits; 8 hrs/week)
- COMM-6XX5: Navigating the Research Landscape (3.0 Credits; 8 hrs/week)
- COMM-6XX6: Advanced Reports (4.0 Credits; 8 hrs/week)

22 hrs/week x 7 weeks = 154 hrs

TOTAL: 616 instructional hours

Proposed Levels of Recognition for Students:

Entire program = Ontario Graduate Certificate

Entire module/block = Declaration of Academic Achievement

Random course(s) = Letter of Recognition

PROFESSIONAL COMMUNICATION

NEW PROGRAM DEVELOPMENT – EXTERNAL STAKEHOLDER PANEL

APRIL 4, 2016 | 5:30-7:30 P.M.
H1005 – FANSHAWE COLLEGE, LONDON CAMPUS

PRESENT:

INTERNAL:

JESSICA BUGORSKI – ACTING CHAIR, SCHOOL OF LANGUAGE AND LIBERAL STUDIES

ALYSHA HALVORSON – ASSISTANT TO THE CHAIR, SCHOOL OF LANGUAGE AND LIBERAL STUDIES

MARY HARRISON – CURRICULUM CONSULTANT, CENTRE FOR ACADEMIC EXCELLENCE (RECORDING)

AMY MITCHELL – FACULTY, SCHOOL OF LANGUAGE AND LIBERAL STUDIES

HOLLY TUNSTILL – PROGRAM MANAGER, SCHOOL OF LANGUAGE AND LIBERAL STUDIES

EXTERNAL:

MICHELLE CLAVET – TD BANK

JUSTIN DARLING – ENTREPRENEUR, FITNESS AND HEALTH PROMOTION

LAURA DOCKSTADER – ST. JOSEPH'S HEALTH CARE

JILL FRIIS – LONDON HEALTH SCIENCES CENTRE

CHARLENE GARSIDE – INFO TECH RESEARCH GROUP

DAVID GILLIS – FORMER FANSHAWE FACULTY; CEDARMERE WOODS

ROMA-LYNN GILLIS – FORMER FANSHAWE FACULTY; CEDARMERE WOODS

HENRY JANZEN – JANZEN CONSULTANTS

JAZMINE KEMPSTON – ELLIPSIS DIGITAL

KATE KENNEDY – ACCESS CENTRE

CYNTHIA HARPER LITTLE – CHATHAM KENT HEALTH ALLIANCE

MICHELLE QUINTYN – GOODWILL INDUSTRIES

CRYSTAL WEST – COHEN HIGHLEY LAWYERS

REGRETS:

MIKE BUMA – INFO TECH RESEARCH GROUP

JEAN-PIERRE BRUNET – BAYER HEALTHCARE

TONY CORREIA – BAYER HEALTHCARE

DEB CROWE – MRI MARKETING & BUSINESS DEVELOPMENT INC.

DAVE DRYSDALE – INFO TECH RESEARCH GROUP

JEAN-MARIE FIALA – MRI MARKETING & BUSINESS DEVELOPMENT INC.

ANDREW KAIKKONENE – LOVERSATWORK

HENRY THUSS – CIBC

ROSE WELCH – FCT

CALL TO ORDER AND INTRODUCTIONS:

Jessica Bugorski called the External Stakeholder Panel Meeting to order to discuss the Professional Communication new program development at 5:40 p.m. on April 4, 2016 in H1005 at Fanshawe College London Campus. She welcomed and thanked the panelists and led introductions.

OVERVIEW OF NEW PROGRAM DEVELOPMENT PROCESS – MARY HARRISON

INTERNAL REQUIREMENTS FOR APPROVAL

- Business Plan
 - Internal & External Consultations
 - Labour Market Demand
 - Student Demand
 - Gap Analysis

EXTERNAL REQUIREMENTS FOR APPROVAL

- CVS – Breadth and Depth appropriate to the credential
- Ministry of Training, Colleges and Universities

ONTARIO COLLEGE GRADUATE CERTIFICATE

- Minister's Framework for Programs of Instruction
 - Perform specialized range of complex activities
 - 600-700 hours
 - For students with a prior Diploma or Degree
- Vocational Learning Outcomes
 - Start with the end in sight: what knowledge/skills/attitudes do we want graduates to have at the end of the program, and how will we provide them with the opportunity to achieve that?
 - "The graduate has reliably demonstrated the ability to..."
 - Vocationally-oriented: what are employers looking for in a graduate?
- Essential Employability Skills
 - 11 skills across 6 categories: communication, numeracy, critical thinking and problem solving, information management, interpersonal, personal

OVERVIEW OF THE PROPOSED PROGRAM – AMY MITCHELL

THE PROGRAM AIMS TO ENHANCE EMPLOYABILITY AND ADVANCEMENT POTENTIAL

- The proposed program is a supplemental credential; it doesn't lead to "one" job, but is cross-disciplinary
- Communication skills necessary across all sectors
- Hope to give students a flavor of the communication conventions in their specific fields/sectors
- Proposed program to address 4 key skills:
 - Written documents
 - Verbal presentations (live and virtual)
 - Interpersonal and intercultural communication
 - Leadership and project management strategies

LABOUR MARKET DEMAND – MARY HARRISON

WHAT ARE EMPLOYERS SAYING?

- Locally: Fanshawe's community partners for every School and Campus at the college identify communication skills as crucial to graduate success. Additionally, a study undertaken by SLLS with 10 local employers found that London employers find communication skills to be crucial, yet they also find those skills to be lacking in new recruits and current employees
- Provincially: The Conference Board of Canada (2013) surveyed over 1500 Ontario employers: 46% reported insufficient oral communication; 42% reported insufficient literacy skills; >70% reported insufficient critical thinking skills among employees
- Nationally: The Canadian Association of Career Educators and Employers (2015) surveyed 300 employers and 100 post-secondary institutions: >50% of employers think new graduates are unprepared for the labour market, especially in communication and interpersonal skills

IN YOUR VIEW, IS THERE A NEED FOR A LOCAL PROGRAM WHICH WOULD ENHANCE GRADUATES' COMMUNICATION SKILLS?

- The panelists agreed that the level of job hunters' and current employees' communication skills is undoubtedly "a problem."
- A panelist inquired into what Fanshawe currently does for all students regarding communication skills. She noted that there is clearly an issue of students graduating with insufficient communication skills. Is the proposed program a next step from something we already do at Fanshawe?
- The panelists agreed that if the core programming at Fanshawe is not adequately preparing students vis-à-vis communication skills when the employers across the province are indicating there's a problem, then perhaps something needs to be done in the core programming.
 - Amy Mitchell described the WRIT and COMM courses across all levels at the College. She noted that upon entrance to the college, students' existing written communication skills tend to be particularly weak. Amy described the WRIT test and acknowledged that the vast majority of students end up in remedial writing course. The goal of the WRIT and COMM faculty is to bring diploma students to a baseline competence level by the end of their program.
 - Jessica Bugorski noted that some students don't take the WRIT and COMM courses as seriously as they do their vocational training in diploma programs. Additionally, students don't always recognize their own communication skills as poor.
 - Three panelists confirmed Jessica's point: they acknowledged that they did not highly value their communication training relative to their vocational training in college, and each said they now regret that choice they made as students, and have since worked to correct it.
- To follow-up on the question about how Fanshawe provides training in communication to current students, the panel asked whether there is cross-over between the proposed curriculum and that offered to students in Advanced Diploma and Degree (i.e. longer-term) programs.
 - Amy explained that the proposed program wouldn't only be remedial (though students in need of remedial training could benefit as well), but that it would also be at a level that would be beneficial to degree holders, for instance.
 - The panelists suggested that this program could be a first step, and that the concepts and curriculum from this program could then be better integrated across all programs at the college.
- The panelists noted the prevalence of candidates claiming to "have excellent communication skills" on their resumes, even if they are unable to back up such a claim. They also noted the common problem of spelling errors on candidates' resumes. One panelist remarked that she immediately discards resumes with spelling errors.
- The panel remarked on the need for enhancing literacy among ESL students in London.

- One panelist commented that among the 40 regulated professions in the province, the majority of leaders among those professions are saying that the technical proficiency doesn't "cut it" anymore. Even when candidates' skill sets are aligned with the profession, they may be unsuccessful in a job competition based on their communication skills.
- One panelist remarked, to the agreement of others, that as a hiring manager if he had two candidates to choose from and one had 70% hard skills and 30% soft skills, and the other had 70% soft skills and 30% hard skills, he would "hands down" pick the candidate who had the stronger soft skills, because he could teach them the technical skills. The panelist argued that while soft skills can be taught, a component of them may also be innate. Other panelists agreed: there is often much emphasis on skills development and the skilled workforce. Yet, in the new knowledge economy, we also need candidates to be generally educated and critical thinkers.
- A panelist from the Health Care sector explained that at her organization, the interview process is behavioural based and the candidate's technical skills are later assessed through a test. This reiterates the importance of communication skills during the interview, and in the selection of successful candidates. A panelist from the financial sector agreed: students might learn their technical skills using technologies that don't necessarily match what is used by the employer. Therefore, the students' soft skills are especially important. How well do they speak? How well can they sell their skills?
- The panel agreed that, in general, there is a need for a program which would develop graduates' interviewing skills and ability to communicate throughout the hiring process. Panelists remarked that in their experience, job candidates need assistance regarding elements of the interview such as:
 - Attitude and reliability; understanding one's own motivation
 - How to represent oneself; how to interpret one's own job performance history
 - Personal comportment & taking the interview seriously
 - How to prepare for the interview
 - How to interact with the hiring manager/committee in the formal interview process, but also in any informal or social elements that might follow the interview
 - Networking skills and developing one's "elevator pitch"
 - Knowing the difference between attention to detail in one's replies, and rambling
- One panelist identified a strong need for the program, noting that employees at her organization had been reminded by a senior executive to ensure their emails to clients were appropriate; many employees weren't using basic communication skills in their emails. Other panelists agreed: employers need to feel confident putting employees in front of their clients. Some co-op students, for instance, don't know how to prepare for and attend a meeting properly.
- A panelist from a rural health care setting said that she sees lots of front line workers moving into management, and she feels a program like this would be excellent for them. She also said that an employee who showed initiative to do a program like this would definitely be regarded as a more competitive candidate for a job or promotion.
- Overall, the panelists agreed that a program like this would be really valuable. For graduates of other programs who haven't yet entered the workforce, it would provide them with important and transferable skills. For people currently in the workforce, it would keep them up-to-date and aware of how communication changes with technology.

HOW IS THE NEED TO STRENGTHEN EMPLOYEES' COMMUNICATION SKILLS PRESENTLY BEING MET AT YOUR ORGANIZATION?

- One panelist described a moment in his career when he realized that his communication skills were not strong enough to advance to the level that he hoped to. His boss recommended the Dale

Carnegie course of study, which he found beneficial. He subsequently persuaded management to agree to pay for the Dale Carnegie program up front for employees, with a baseline participation/attendance requirement.

- From his experience with Dale Carnegie, the panelist recommends that the proposed new program focus on practical skills that people can quickly understand and implement.
- A panelist from the Health Care sector identified a wide variety of training opportunities available through her organization's learning services. Offerings include workshops/programs such as how to problem solve in a group and crucial conversations. Crucial conversations provides participants the opportunity to work through high stakes, issues-based scenarios. It is a half-day a week for four consecutive weeks, plus a check-in at 1, 3, and 6 months. Among this organization's training opportunities, some is done through e-learning and some through classroom delivery. Some training is mandatory, but something like the proposed Professional Communication program would be optional, though may be strongly encouraged by a manager. Panelists from other sectors agreed that this training model is common at their organizations, through the use of a Learning Management System. However, many panelists observed that although skills such as communication and problem solving are components of employees' performance evaluations, they don't see people investing the time in themselves and their own training to upgrade or gain new skills.
- One panelist spoke about professional development opportunities at her organization geared to a staff of people with divergent educational backgrounds. This panelist noted the interconnection between communication and empathy, arguing that each can transform the other. To the agreement of the rest of the panel, the panelist cited theories of change where the adoption of empathy and the promotion of emotional intelligence in the workplace ultimately results in a better bottom line.
- One panelist explained that many employees at her organization are introverts, so the organization decided to bring in Chris Moss, a local leadership coach. She led working sessions with the whole company (approximately 30 people), including exercises on having difficult conversations, how to work together effectively, and how to understand and communicate with different personality types. The panelist found this very helpful, noting that it helped to build a stronger team which was better equipped to communicate effectively both internally and with clients.

REVIEW OF PROPOSED PROGRAM DETAILS (PANEL DISCUSSION)

ARE THE PROPOSED PROGRAM LEARNING OUTCOMES APPROPRIATE?

- One panelist noted the initiative of the Canadian Federal Government toward the plain-language approach in communication, suggesting that this approach provides context to the VLOs and the need for clear and effective communication.
- The panelists emphasized the importance of persuasion and how to make oneself understood. A panelist from the fitness and health promotion sector noted the importance of being able to motivate and influence others (the ability to "pre-frame and re-frame people's minds"); he argued that these communication skills are key to sales; it is his job to sell people on eating better, sleeping better, etc. He also noted the importance of attentive listening skills.
- The panelists agreed that collaboration is increasingly important in education and the workplace, and that effective communication is key to collaboration.
- The panelists encouraged an emphasis on virtual, multi-dimensional communications. They gave examples of understanding how to convene and facilitate a teleconference or use Adobe Connect effectively. Applying communication skills virtually is an art.

- One panelist argued that proposed VLO 6, “Comply with intellectual property rights...,” is particularly important because in her experience working with post-secondary students, she saw plagiarism as a big problem. The panel noted that intellectual property rights might also be a culturally-specific concept, so it’s important that it be explicit in the program.
 - The panelists suggested there should be more emphasis on ethics, broadly. This could address serious issues such as cheating and stealing, but also professional integrity issues such as the use of phones and personal devices in meetings, and online gaming at work.
 - Amy noted possible cross-over with the BCOMM marketing degree: high stakes ethics alongside an everyday ethical framework
- VLO 2, “Analyze and successfully respond to the communication expectations of various professional audiences when creating professional documents and presentations...” particularly resonated with another panelist. The panel agreed that it is a valuable skill to know when to keep communications concise: graduates should know how to convey information to their boss who is very busy vs. how to talk something through with a colleague they might be collaborating with. When making a concise “pitch” to a leader at the organization, graduates should know how to command attention immediately, and how to prepare appropriately to be able to respond to follow-up questions. On the other hand, the panel also noted that graduates must know how to provide *enough* information. A panelist who works closely with many co-op students from Fanshawe noted that those students often require coaching on how to find this balance between too much and not enough information. They should be prepared for professional communication in both formal and informal (e.g. “water-cooler conversations”) settings.
- The panel agreed that graduates should know how to use communication tools (such as email) effectively, but also when it’s appropriate to use them or when a different medium would be more appropriate.
- The panel observed that graduates of various levels, including graduates of university professional programs, often lack proper grammar skills and an awareness of formality and tone. The panel agreed that some employees seem to think that they need to get documents and communications out as quickly as possible, but when they rush, the communications are full of errors. Managers notice and remember the errors, not the quick turn-around time. The panel agreed that VLO 4, “Edit and adapt professional messages...” is very important.
- Overall, the panel agreed that strong communication skills increase efficiency.

REVIEW OF THE PROPOSED CURRICULUM

- One panelist felt that the appropriateness of the curriculum would depend on the students’ previous backgrounds. He felt the proposed courses were exciting, and would well serve a student who is serious and wants to be able to build on their skills and experience. The panelist was concerned that for students who completed their previous post-secondary with a low level of communication skills, this program of study would be very difficult for them.
- One panelist compared the program to the University of Waterloo’s Rhetoric and Professional Writing Honours Degree. That program has three emphases: Rhetoric; Professional Writing; and Media. The panelist felt that the proposed Professional Communication program was missing the element of Media.
- One panelist felt that the high-level course descriptions did not give enough information for her to evaluate the curriculum. She wanted to see detailed content. Another panelist disclosed that she had recently taken a course at Fanshawe, and did not feel that the course description properly described the course. This had affected her ability to prepare properly for the course.

- The panel debated whether the topic of psychology might be over-represented in the proposed curriculum.
- The panel discussed Project Management. It is its own program of study; will the proposed program stay higher level? The panel also confirmed that Agile Project Development is the new trend in Project Management, agreeing that if there is going to be only a “taster” of Project Management in the program, it should be Agile Project Development instead of the traditional model.
- The panel recommended including a course on Conflict Management.
- The panel recommended that the Professional Presentations course also cover informal presentations/on-the-spot skills, confidence, and preparation. Graduates should know how to keep their audience engaged and be able to adapt, shift, and go off-script to keep their attention.
- Throughout the discussion, the panel emphasized the relationship between communication and interpersonal skills. Communication is rooted in the relationship to the other person; the communicator needs to recognize the other person and understand what they need and want. To this end, the panel stressed the importance of Emotional Intelligence and Empathy. The panel agreed that Emotional Intelligence is a framework; it should be introduced early in the program so that students can refer back to it as they learn. People don’t always know when their communication skills are weak, just as they don’t always recognize a lack of Emotional Intelligence in themselves.

REVIEW & DISCUSSION OF POSSIBLE PROGRAM TITLES

- Some panelists thought that “Managerial and Professional Communication” would be more legible to employers than just “Professional Communication” would, and that it would possibly help to show students where the program could take them. The program title should make clear how the program sets a candidate apart.
- The panel felt that “Effective Communication Studies” would be a poor choice because so many candidates already claim to be effective communicators.
- The panel seemed to reach consensus around the title **“Advanced Writing, Speaking, and Communication for Professionals.”**
 - This title explicitly names what employers would be drawn to
 - It captures the 3 pillars

STRUCTURE OF THE PROGRAM/METHOD OF DELIVERY

- One panelist was concerned that it would be difficult to accomplish all of the learning outcomes and curriculum in two semesters. He also wondered whether there are too many courses planned per term. Amy explained the duration requirements for a graduate certificate, and that she would plan for quality assignments, rather than quantity. If the program could be delivered in a modularized format, the students would focus on one intensive course at a time.
- One panelist recommended further compression of the program beyond the modularized delivery, citing an Executive style of learning such as compressed, weekend delivery. Another panelist agreed, commenting: “I would love to do something like this, but I can’t take a year off.” The panel agreed that flexibility is key for full-time people. Depending on the role, people might work outside of a 9-5, plus they have families and other commitments. The panel also felt that new graduates would be interested in a compressed format, too.
- Although the panel supported flexible delivery to accommodate current professionals, the panelists were concerned about the suggestion that the whole program – and particularly the oral communication components – could be delivered online. One panelist suggested that blended delivery could be ideal. The panelists identified the tension that the current generation of student is

raised on technology and may want to study online, but that then they might still miss out on crucial communication skills such as body language and face to face dialogue.

- One panelist inquired into the learning activities and methods of evaluation in the proposed program. Would it mainly focus on tests and essays, or would it include projects, collaboration, simulations, etc.?
 - Amy explained that the evaluations would likely be based on creating real world documents; the focus will not be essay writing. The program will emphasize applied learning.
 - The “Independent Professional Communication Case Study” course would be more effective as a group-based case study; this mimics real life more than independent study does.
 - Jessica asked the panel whether the simulation activities would be as meaningful to current professionals as to recent graduates in the program. For instance, would current professionals benefit from a mock interview assignment? The panel thought this would be beneficial to all students, since current professionals’ interview skills may be out-of-date. The panel recommended recording the simulated interview so that students could watch it back. They also recommended having the students participate in the interview simulations on both sides of the table.
- Particularly if the program is entirely online, the panel recommends requiring students to apply a project to their current place of work or do an external assessment to show they’re applying the skills.
- A panelist raised the question of Co-op experience. He acknowledged that it would be likely impossible, but suggested exploring ways for the students to enter a workplace for a day or two. This would be a great experience for the student and create partnerships for the college.
- Jessica asked the panelists whether they’d be willing to take a student as a job shadow for a week. The panelists said they would want clear direction from the college, including whether they’d be expected to provide feedback to the student and, if so, what kinds of feedback. The panelists tended to agree that having a student once a week for 5 weeks, for instance, would likely be manageable. They agreed that “real-life” experience is invaluable.
- Other ideas for incorporating experiential learning into the program included the suggestion of inviting representatives from industry to class in order to set the tone about how important communication skills really are, and having students take part in simulated difficult conversations.

ADMISSION REQUIREMENTS/PROMOTING THE PROGRAM

- A panelist asked who the students are who would be most likely to take this program. The panel agreed that both recent graduates and people currently in industry could be interested.
 - Amy Mitchell replied that there is a lack of hard data regarding student demand (via OCAS) because there are so few comparable programs in the system, and the existing programs are fairly new. She reported that Fanshawe’s Reputation and Brand Management department expects that about 50% of students would be recent grads. She noted that graduates of some graduate certificate programs in the Lawrence Kinlin School of Business will receive internal transfer credits towards one or two of the proposed courses in the Professional Communication program. Amy further explained that SLLS would also hope to attract mature students, including: those who have been told by their organization that they need to enhance their skills; those who have recognized that they’re being held back by their skill level; and career changers who may want a “leg-up.”

- The panel recommended that the School promote the program directly to local businesses and managers, and highlight the flexibility of delivery. They suggested pitching the program as a way for employers to keep their existing employees, who can now upgrade their skills.

Meeting adjourned: 7:45 p.m.



March /2016

PROGRAM DEVELOPMENT DATA REPORT

Professional Communication
[Graduate Certificate]

Level 1 – New Jobs Projections

Prepared by Institutional Research

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Program Development Sources and Definitions Used in the Report

Section 2.0 Labour Market Demand

- The National Occupational Classification (NOC) categorizes job titles into 500 occupational group descriptions referenced by a four-digit code. It is used to manage the collection and reporting of occupational statistics and labour market information (HRSDC, 2013). NOC-S is the NOC for Statistics.
- CMA stands for Census Metropolitan Aggregate. The London CMA represents the City of London, Middlesex County, and smaller rural communities around those boundaries.
- Sources of Information
 1. Economic Modelling Specialists International (EMSI) 2015.3
 - a. Canadian Census
 - b. Canadian Business Patterns (CBP)
 - c. 2001, 2006, and 2011 Census data
 - d. Survey of Employment, Payroll, and Hours (SEPH)
 - e. Labour Force Surveys (LFS)
 - f. Canadian Occupational Projection System (COPS)
 - g. CANSIM Demographics
 - h. PSIS Education Data
- Information provided in the reports includes 2006 NOC codes

Executive Summary

According to EMSI's projections the new job growth for 1121 – Specialist in Human Resources in the London CMA will be 4 times as high as that of the province and twice as high as the country for the period of 2014-2022. This translates into 18 new jobs for the London CMA which is over 14% of the growth predicted for the entire province. The smaller CMA's surrounding London are also expecting impressive job growth. Toronto is the leader in the 100 miles from London CMA with 81 new jobs for the same job period. There is very small job loss (less than 1 per year) expected for Hamilton, Brantford and Wellington. The growth in London will be partially due to the national economy and the industry itself but more importantly nearly half of the new jobs can be attributed to the region itself. This job class is as concentrated in London as the rest of the country and is expected to become more concentrated over the 8 year period.

The majority of the jobs will be found in the 6221 – General medical and surgical hospitals, 6113 – Universities and 5241 – Insurance Carriers industries. The highest job loss will be found in the 9120 – Provincial and territorial public administration industry.

The outlook for 2171 - Information Systems Analysts and Consultants is just as positive with an 11% increase (22 new jobs/year) predicted. This compares favourably with the province (6% increase) and the nation (7%). The vast majority of the new jobs will be found in Toronto but there are also some large increases expected in Kitchener-Waterloo-Cambridge (53 jobs/year) and Hamilton (44 jobs/year). All of the 100 miles from London CMA are expecting increases besides Stratford (stays even) and Sarnia (2% decrease). Even though there are positive numbers for the province the national economy and the industry itself would dictate even higher job growth. 38% of the growth in the London CMA can be attributed to the region.

The new jobs will be found across a wide range of industries but one of note would be 5415 – Computer systems design and related services. Job losses will come from the various levels of government for the most part.

1122 – Professional Occupations in Business Services to Management is a very large occupation at both the provincial and national level. Increases of 9% (730 new jobs/year) provincially and 4% (666 jobs/year) nationally are expected. Locally, the London CMA will see 7 new jobs a year. Virtually all of the CMA's in the 100 mile from London CMA are expecting positives numbers with most of them being found in Toronto. Of note, there are 33 jobs a year expected in the Kitchener-Waterloo/Cambridge area, 28 jobs in the Hamilton area and 16 jobs in the Guelph area. More than 50% of the new jobs in the province can be attributed to the strength of the provincial economy itself. This occupation is more concentrated in Ontario and the concentration is expected to increase.

Most of the new jobs will be found in the 5418 – Advertising, public relations, and related services and the 5415 – Computer systems design and related services industries. A large loss will be found in the 5416 – Management, scientific and technical consulting services industry.

According to Job Bank Canada, the outlook for both 1121 – Specialist in Human Resources and 1122 – Professional Occupations in business Services to Management is good in the London region. Employment growth is expected to be strong and levels of unemployment have been moderate in recent times.¹²

For the 2171 – Information Systems Analysts and Consultants, professional in this occupation are usually found in large urban areas and smaller communities may find it hard to attract and retain individuals in this specialty so new graduates willing to relocate may find it easier to secure a position. The increasingly knowledge-based economy is boosting demand for these professionals. E-health technologies, the growth of computer security and cloud computing and an evolving development that involves information and data retrieval from the internet through web-based services are all supporting the demand for information systems analysts and consultants.³

¹ Job Bank Canada. Outlook Report. Source:
http://www.jobbank.gc.ca/LMI_report_bynoc.do?noc=1121&reportOption=outlook. Last updated. May 29, 2015.

² Job Bank Canada. Outlook Report. Source:
http://www.jobbank.gc.ca/LMI_report_bynoc.do?noc=1122&reportOption=outlook. Last updated. May 29, 2015.

³ Job Bank Canada. Outlook Report. Source:
http://www.jobbank.gc.ca/LMI_report_bynoc.do?noc=2171&reportOption=outlook. Last updated. May 29, 2015.

1121– Specialists in Human Resources – (NOC-S B021)⁴

1. Projected New Jobs

Projected jobs represents newly created positions. These projections do not account for new replacement jobs due to attrition or any anomalies such as hiring freezes, early leavers, etc.

Change and % Change represent the difference in the number or percentage of jobs for the entire period of analysis.

Figure 1. Actual and projected percentage jobs from 2014 to 2022 for London CMA, Ontario and Canada (Specialists in Human Resources – NOC-S B021)

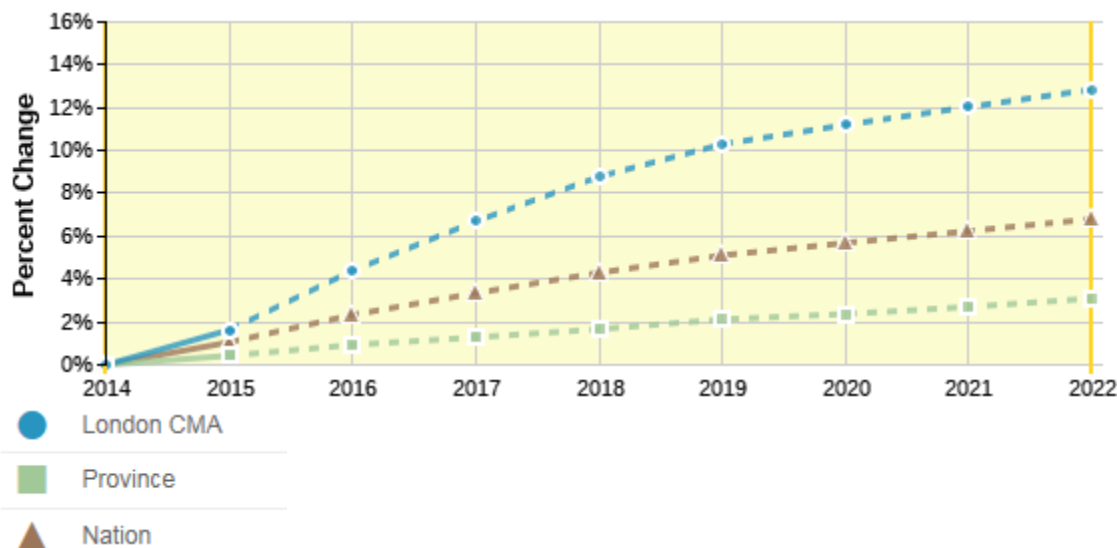


Table 1. Net projected regional percentage job change (2014-2022) (Specialists in Human Resources – NOC-S B021)

Region	2014 Jobs	2022 Jobs	Change	% Change
London CMA	1,135	1,280	145	13%
Province	32,620	33,631	1,011	3%
Nation	80,531	86,011	5,480	7%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

⁴ NOC 2011 name is Human resource professionals (same code)

Figure and Table below show the percentage change in the number of jobs between 2014 and 2022 for CMA regions that are 100 miles from London CMA.

Figure 2. Regional percentage change in jobs (2014-2022) (Specialists in Human Resources – NOC-S B021)

Source: Employees and Self-Employed EMSI 2015.3

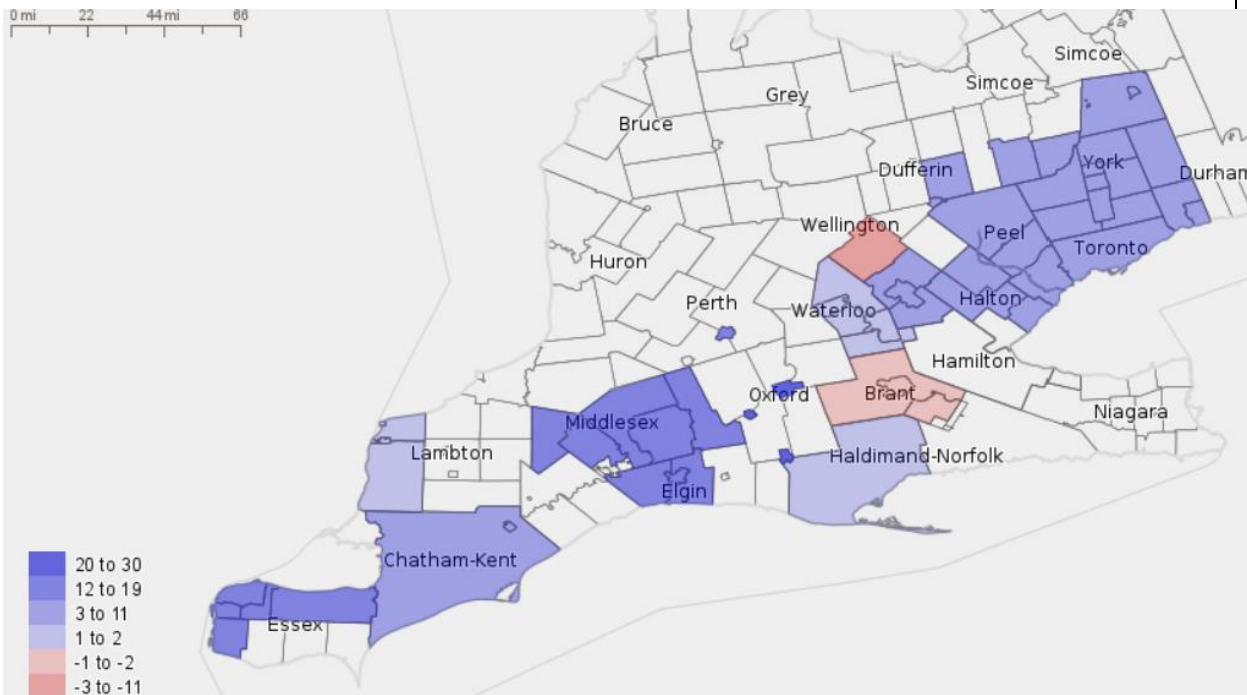


Table 2. CMA-level percentage change in jobs (2014-2022) (Specialists in Human Resources – NOC-S B021)

Census Metropolitan Aggregate	2014 Jobs	2022 Jobs	Change	% Change	2014 Location Quotient	2022 Location Quotient
Ingersoll (35533)	37	48	11	30%	0.98	1.07
Woodstock (35544)	92	115	23	25%	0.84	0.95
Tillsonburg (35546)	29	36	7	24%	0.74	0.84
Stratford (35553)	46	52	6	13%	0.46	0.48
Windsor (35559)	694	784	90	13%	1.09	1.17
London (35555)	1,135	1,280	145	13%	0.98	1.04
Chatham-Kent (35556)	198	215	17	9%	0.92	1.00
Toronto (35535)	16,510	17,157	647	4%	1.14	1.10
Guelph (35550)	358	370	12	3%	0.84	0.79

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Kitchener - Cambridge - Waterloo (35541)	1,002	1,027	25	2%	0.80	0.76
Sarnia (35562)	267	268	1	0%	1.26	1.23
Norfolk (35547)	63	63	0	0%	0.58	0.55
Hamilton (35537)	1,428	1,423	-5	0%	0.91	0.84
Brantford (35543)	247	245	-2	-1%	0.83	0.78
Centre Wellington (35531)	38	34	-4	-11%	0.68	0.60

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

2. Job Shift Share Analysis

Job shift share analysis is a method that attempts to separate regional job growth into its components. There are three components:

- 1) The *national or overall effect* is the job growth attributed to the overall growth of the entire national economy.
- 2) The *mix or industry effect* is the job growth attributed to positive trends in the specific industry or occupation at the national level.
- 3) The *regional competitiveness effect* is the regional growth that cannot be explained by either overall or industry occupation specific trends. This component tends to be the most important as it demonstrates a particular regional strength.

For the purposes of the analysis, *expected change* includes the national and mix effect. *Competitive effect* refers to the regional competitiveness effect. *Job Change* is the difference in the number of jobs between 2022 and 2014.

For example, assume that 10 additional jobs for an occupational projection in London CMA are projected between 2014 and 2022, and 6 of these jobs are attributed to expected change and 4 to competitive change. This will imply that this occupation will increased by 6 jobs based only on the overall and industry trends. The 4 additional jobs can be attributed it to the London CMA regional trends.

Table 3. London CMA, Ontario and Canada shift share analysis (Specialists in Human Resources – NOC-S B021)

	Job Change	Expected change	Competitive effect
London CMA	146	77	69
Province	1,011	2,220	(1,209)
Nation	5,480	5,480	0

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

3. Location Quotient Analysis

Table 4 below represents the location quotient for the London CMA, Ontario and Canada for a particular occupational projection.

Location quotient is a way of quantifying how concentrated a particular occupation is in a region in comparison to the nation. For example, if the location quotient for a particular occupation in the London CMA region is 2, this occupation is 2 times more concentrated in the London CMA than the average for the whole nation.

Although not always the case, typically occupations with a high location quotient and high total job numbers are desirable since these occupations bring money into the region. It is also important to take a look at the LQ trends since high LQ with declining LQ over time would not represent something desirable for the economy.

Table 4. London CMA, Ontario and Canada location quotient analysis (Specialists in Human Resources – NOC-S B021)

	2014 Jobs	2014 LQ	2022 LQ	2014-2022% Change LQ
London CMA	1,135	0.98	1.04	6%
Province	32,620	1.06	1.02	-4%
Nation	80,531	1.00	1.00	0%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

4. Inverse Staffing Patterns⁵

Table 5 below shows the percentage change in the number of jobs between 2014 and 2022 by industry (NAICS) for the London CMA. These include any measurable changes either positive or negative for industries with 10 or more jobs in either 2014 or 2022. Therefore this will not be 100% of the jobs held.

Table 5. London CMA inverse staffing patterns (2014-2022) (Specialists in Human Resources – NOC-S B021)

NAICS	Industry	Occupation Jobs in Industry (2014)	Occupation Jobs in Industry (2022)	Change (2014 - 2022)	% Change (2014 - 2022)
6221	General medical and surgical hospitals	48	71	23	48%
5415	Computer systems design and related services	13	19	6	46%
6241	Individual and family services	12	17	5	42%
5242	Agencies, brokerages and other insurance related activities	20	27	7	35%
5261	Pension funds	15	19	4	27%
6113	Universities	52	65	13	25%
6112	Community colleges and C.E.G.E.P.s	16	20	4	25%
3363	Motor vehicle parts manufacturing	12	15	3	25%
5239	Other financial investment activities	17	21	4	24%
5241	Insurance carriers	64	74	10	16%
5416	Management, scientific and technical consulting services	121	138	17	14%
5511	Management of companies and enterprises	13	14	1	8%
5614	Business support services	13	14	1	8%
5419	Other professional, scientific and technical services	13	14	1	8%
5613	Employment services	56	60	4	7%
8139	Business, professional, labour and other membership organizations	106	110	4	4%

⁵ Data is compiled from employment data from Survey of Employment, Payrolls and Hours (SEPH) with data from the Labour Force Survey (LFS), Census, and Canadian Business Patterns (CBP) to form detailed geographic estimates of employment. Projections are based on the latest available EMSI industry data, 10-year local trends in each industry and growth rates from national industry projections from the Canadian Occupational Projection System (COPS) produced by Human Resources and Skills Development Canada

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9130	Local, municipal and regional public administration	31	32	1	3%
5221	Depository credit intermediation	22	22	0	0%
3361	Motor vehicle manufacturing	12	11	(1)	(8%)
9111	Defense services	36	33	(3)	(8%)
9112	Other federal services (9112-9119)	68	62	(6)	(9%)
9120	Provincial and territorial public administration	53	45	(8)	(15%)

Notes:

Source: Employees and Self-Employed EMSI 2015.3

2171– Information Systems Analysts and Consultants – (NOC-S C071)

1. Projected New Jobs

Projected jobs represents newly created positions. These projections do not account for new replacement jobs due to attrition or any anomalies such as hiring freezes, early leavers, etc.

Change and % Change represent the difference in the number or percentage of jobs for the entire period of analysis.

Figure 1. Actual and projected percentage jobs from 2014 to 2022 for London CMA, Ontario and Canada (Information Systems Analysts and Consultants – NOC-S C071)

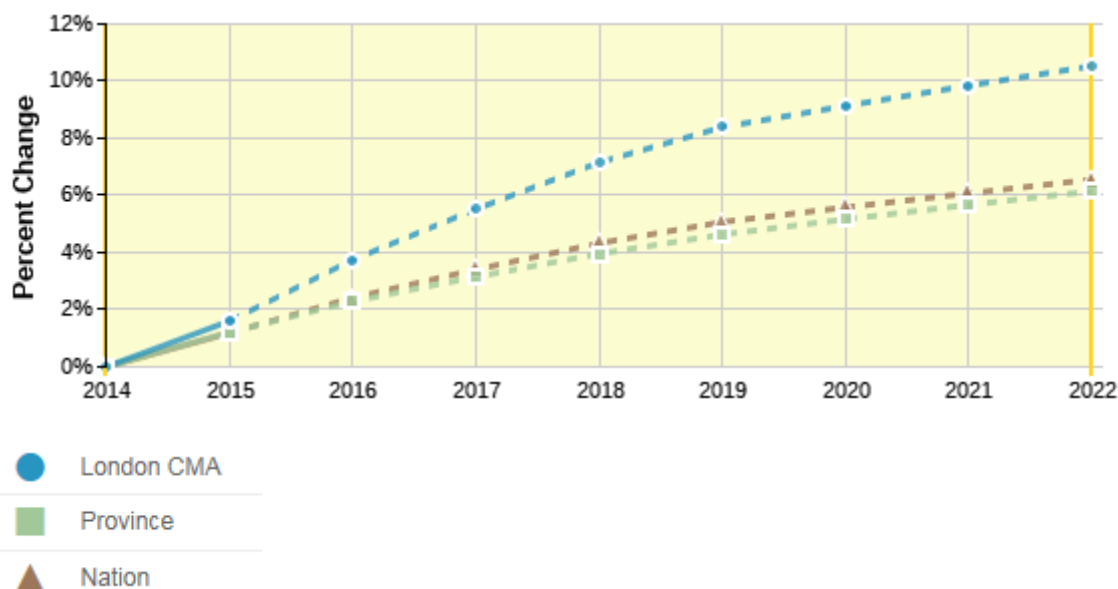


Table 1. Net projected regional percentage job change (2014-2022) (Information Systems Analysts and Consultants – NOC-S C071)

Region	2014 Jobs	2022 Jobs	Change	% Change
London CMA	1,655	1,830	175	11%
Province	81,272	86,270	4,998	6%
Nation	173,250	184,611	11,361	7%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

Figure and Table below show the percentage change in the number of jobs between 2014 and 2022 for CMA regions that are 100 miles from London CMA.

Figure 2. Regional percentage change in jobs (2014-2022) (Information Systems Analysts and Consultants – NOC-S C071)

Source: Employees and Self-Employed EMSI 2015.3

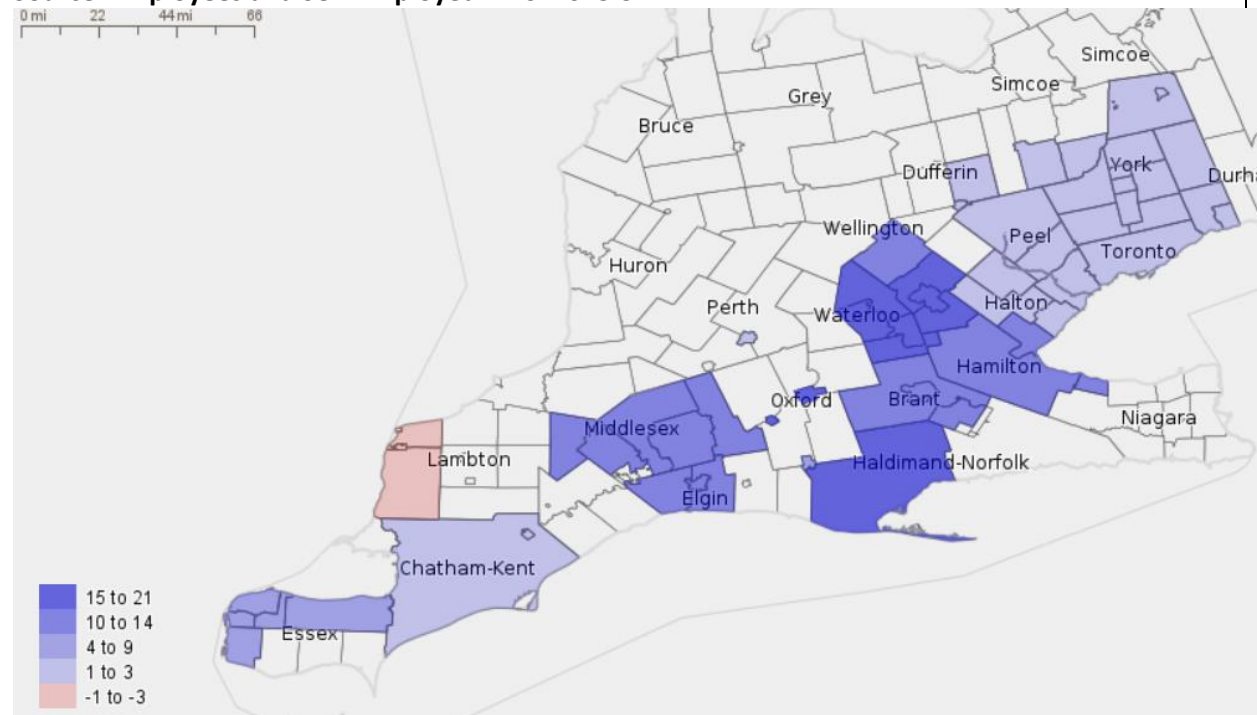


Table 2. CMA-level percentage change in jobs (2014-2022) (Information Systems Analysts and Consultants – NOC-S C071)

Census Metropolitan Aggregate	2014 Jobs	2022 Jobs	Change	% Change	2014 Location Quotient	2022 Location Quotient
Ingersoll (35533)	33	40	7	21%	0.40	0.41
Kitchener - Cambridge - Waterloo (35541)	2,370	2,792	422	18%	0.88	0.96
Woodstock (35544)	78	90	12	15%	0.34	0.35
Norfolk (35547)	121	140	19	16%	0.52	0.57
Guelph (35550)	594	681	87	15%	0.65	0.68
Centre Wellington (35531)	62	71	9	15%	0.52	0.58
Hamilton (35537)	2,894	3,249	355	12%	0.86	0.90
London (35555)	1,655	1,830	175	11%	0.66	0.69

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Brantford (35543)	341	375	34	10%	0.53	0.56
Tillsonburg (35546)	25	26	1	4%	0.29	0.28
Windsor (35559)	572	595	23	4%	0.42	0.42
Toronto (35535)	48,881	50,498	1,617	3%	1.57	1.51
Chatham-Kent (35556)	162	164	2	1%	0.35	0.36
Stratford (35553)	58	58	0	0%	0.27	0.25
Sarnia (35562)	179	175	-4	-2%	0.39	0.37

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

2. Job Shift Share Analysis

Job shift share analysis is a method that attempts to separate regional job growth into its components. There are three components:

- 4) The *national or overall effect* is the job growth attributed to the overall growth of the entire national economy.
- 5) The *mix or industry effect* is the job growth attributed to positive trends in the specific industry or occupation at the national level.
- 6) The *regional competitiveness effect* is the regional growth that cannot be explained by either overall or industry occupation specific trends. This component tends to be the most important as it demonstrates a particular regional strength.

For the purposes of the analysis, *expected change* includes the national and mix effect. *Competitive effect* refers to the regional competitiveness effect. *Job Change* is the difference in the number of jobs between 2022 and 2014.

For example, assume that 10 additional jobs for an occupational projection in London CMA are projected between 2014 and 2022, and 6 of these jobs are attributed to expected change and 4 to competitive change. This will imply that this occupation will increased by 6 jobs based only on the overall and industry trends. The 4 additional jobs can be attributed it to the London CMA regional trends.

Table 3. London CMA, Ontario and Canada shift share analysis (Information Systems Analysts and Consultants – NOC-S C071)

	Job Change	Expected change	Competitive effect
London CMA	174	109	66
Province	4,998	5,329	(331)
Nation	11,361	11,361	0

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

3. Location Quotient Analysis

Table 4 below represents the location quotient for the London CMA, Ontario and Canada for a particular occupational projection.

Location quotient is a way of quantifying how concentrated a particular occupation is in a region in comparison to the nation. For example, if the location quotient for a particular occupation in the London CMA region is 2, this occupation is 2 times more concentrated in the London CMA than the average for the whole nation.

Although not always the case, typically occupations with a high location quotient and high total job numbers are desirable since these occupations bring money into the region. It is also important to take a look at the LQ trends since high LQ with declining LQ over time would not represent something desirable for the economy.

Table 4. London CMA, Ontario and Canada location quotient analysis (Information Systems Analysts and Consultants – NOC-S C071)

	2014 Jobs	2014 LQ	2022 LQ	2014-2022% Change LQ
London CMA	1,655	0.66	0.69	5%
Province	81,272	1.23	1.22	-1%
Nation	173,250	1.00	1.00	0%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

4. Inverse Staffing Patterns ⁶

Table 5 below shows the percentage change in the number of jobs between 2014 and 2022 by industry (NAICS) for the London CMA. These include any measurable changes either positive or negative for industries with 10 or more jobs in either 2014 or 2022. Therefore this will not be 100% of the jobs held.

Table 5. London CMA inverse staffing patterns (2014-2022) (Information Systems Analysts and Consultants – NOC-S C071)

NAICS	Industry	Occupation Jobs in Industry (2014)	Occupation Jobs in Industry (2022)	Change (2014 - 2022)	% Change (2014 - 2022)
5182	Data processing, hosting, and related services	12	17	5	42%
6221	General medical and surgical hospitals	47	65	18	38%
5242	Agencies, brokerages and other insurance related activities	19	25	6	32%
5417	Scientific research and development services	20	26	6	30%
4173	Computer and communications equipment and supplies merchant wholesalers	30	37	7	23%
5415	Computer systems design and related services	482	590	108	22%
5112	Software publishers	49	60	11	22%
6112	Community colleges and C.E.G.E.P.s	16	19	3	19%
5239	Other financial investment activities	12	14	2	17%
6113	Universities	105	120	15	14%
5241	Insurance carriers	93	101	8	9%
5412	Accounting, tax preparation, bookkeeping and payroll services	13	14	1	8%
5614	Business support services	18	19	1	6%
5416	Management, scientific and technical consulting services	47	49	2	4%
5511	Management of companies and enterprises	12	12	0	0%
9130	Local, municipal and regional public administration	29	28	(1)	(3%)
5613	Employment services	19	18	(1)	(5%)

⁶ Data is compiled from employment data from Survey of Employment, Payrolls and Hours (SEPH) with data from the Labour Force Survey (LFS), Census, and Canadian Business Patterns (CBP) to form detailed geographic estimates of employment. Projections are based on the latest available EMSI industry data, 10-year local trends in each industry and growth rates from national industry projections from the Canadian Occupational Projection System (COPS) produced by Human Resources and Skills Development Canada

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5221	Depository credit intermediation	105	99	(6)	(6%)
5222	Non-depository credit intermediation	12	11	(1)	(8%)
5419	Other professional, scientific and technical services	13	12	(1)	(8%)
5171	Wired telecommunications carriers	29	25	(4)	(14%)
9112	Other federal services (9112-9119)	52	44	(8)	(15%)
9111	Defense services	32	27	(5)	(16%)
9120	Provincial and territorial public administration	45	37	(8)	(18%)
5611	Office administrative services	16	13	(3)	(19%)

1122– Professional Occupations in Business Services to Management– (NOC-S B022)⁷

1. Projected New Jobs

Projected jobs represents newly created positions. These projections do not account for new replacement jobs due to attrition or any anomalies such as hiring freezes, early leavers, etc.

Change and % Change represent the difference in the number or percentage of jobs for the entire period of analysis.

Figure 1. Actual and projected percentage jobs from 2014 to 2022 for London CMA, Ontario and Canada (Professional Occupations in Business Services to Management– NOC-S B022)

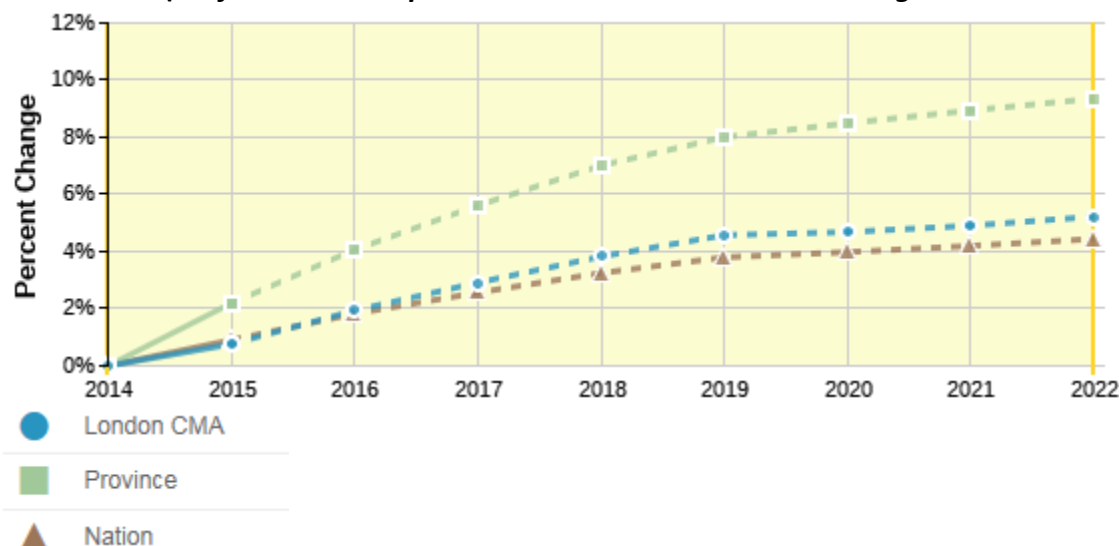


Table 1. Net projected regional percentage job change (2014-2022) (Professional Occupations in Business Services to Management– NOC-S B022)

Region	2014 Jobs	2022 Jobs	Change	% Change
London CMA	1,065	1,121	56	5%
Province	62,449	68,291	5,842	9%
Nation	119,952	125,283	5,331	4%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

⁷ Information is based on 2006 NOC code 1122. The NOC code was split in 2011 to include NOC 1122 – Professional Occupations in Business Management Consulting and NOC 1123 – Professional Occupations in Advertising, Marketing and Public Relations.

Figure and Table below show the percentage change in the number of jobs between 2014 and 2022 for CMA regions that are 100 miles from London CMA.

Figure 2. Regional percentage change in jobs (2014-2022) (Professional Occupations in Business Services to Management – NOC-S B022)

Source: Employees and Self-Employed EMSI 2015.3

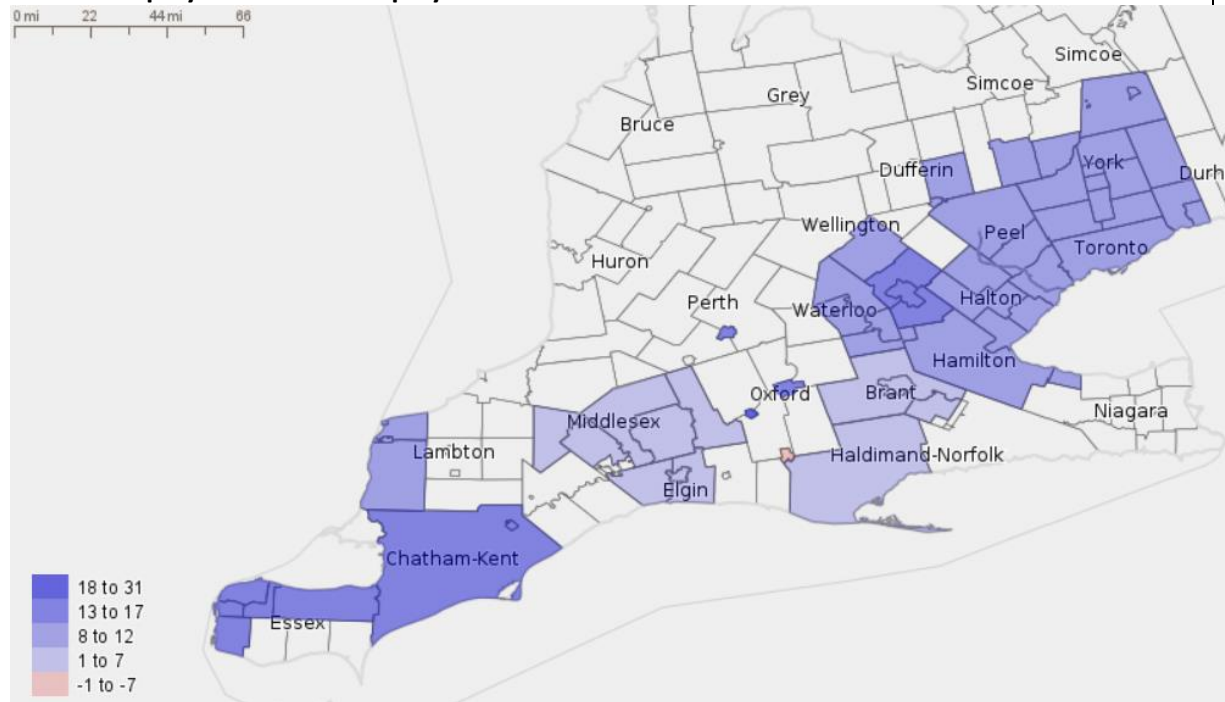


Table 2. CMA-level percentage change in jobs (2014-2022) (Professional Occupations in Business Services to Management – NOC-S B022)

Census Metropolitan Aggregate	2014 Jobs	2022 Jobs	Change	% Change	2014 Location Quotient	2022 Location Quotient
Ingersoll (35533)	18	23	5	28%	0.32	0.36
Windsor (35559)	371	431	60	16%	0.39	0.44
Chatham-Kent (35556)	128	148	20	16%	0.40	0.47
Guelph (35550)	823	953	130	16%	1.30	1.40
Woodstock (35544)	53	62	9	17%	0.33	0.35
Stratford (35553)	94	107	13	14%	0.63	0.67
Kitchener - Cambridge - Waterloo (35541)	2,181	2,449	268	12%	1.17	1.24

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Sarnia (35562)	113	125	12	11%	0.36	0.39
Centre Wellington (35531)	93	103	10	11%	1.13	1.24
Toronto (35535)	37,784	41,172	3,388	9%	1.76	1.82
Hamilton (35537)	2,583	2,808	225	9%	1.11	1.14
Norfolk (35547)	78	83	5	6%	0.48	0.49
Brantford (35543)	359	380	21	6%	0.81	0.84
London (35555)	1,065	1,121	56	5%	0.62	0.63
Tillsonburg (35546)	25	24	-1	-4%	0.42	0.39

2. Job Shift Share Analysis

Job shift share analysis is a method that attempts to separate regional job growth into its components. There are three components:

- 1) The *national or overall effect* is the job growth attributed to the overall growth of the entire national economy.
- 2) The *mix or industry effect* is the job growth attributed to positive trends in the specific industry or occupation at the national level.
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For the purposes of the analysis, *expected change* includes the national and mix effect. *Competitive effect* refers to the regional competitiveness effect. *Job Change* is the difference in the number of jobs between 2022 and 2014.

For example, assume that 10 additional jobs for an occupational projection in London CMA are projected between 2014 and 2022, and 6 of these jobs are attributed to expected change and 4 to competitive change. This will imply that this occupation will increase by 6 jobs based only on the overall and industry trends. The 4 additional jobs can be attributed to the London CMA regional trends.

Table 3. London CMA, Ontario and Canada shift share analysis (Professional Occupations in Business Services to Management – NOC-S B022)

	Job Change	Expected change	Competitive effect
London CMA	56	47	8
Province	5,842	2,776	3,066
Nation	5,331	5,331	0

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

3. Location Quotient Analysis

Table 4 below represents the location quotient for the London CMA, Ontario and Canada for a particular occupational projection.

Location quotient is a way of quantifying how concentrated a particular occupation is in a region in comparison to the nation. For example, if the location quotient for a particular occupation in the London CMA region is 2, this occupation is 2 times more concentrated in the London CMA than the average for the whole nation.

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Table 4. London CMA, Ontario and Canada location quotient analysis (Professional Occupations in Business Services to Management – NOC-S B022)

	2014 Jobs	2014 LQ	2022 LQ	2014-2022% Change LQ
London CMA	1,065	0.62	0.63	2%
Province	62,449	1.37	1.43	4%
Nation	119,952	1.00	1.00	0%

Notes:

- Source: Employees and Self-Employed EMSI 2015.3

4. Inverse Staffing Patterns ⁸

Table 5 below shows the percentage change in the number of jobs between 2014 and 2022 by industry (NAICS) for the London CMA. These include any measurable changes either positive or negative for industries with 10 or more jobs in either 2014 or 2022. Therefore this will not be 100% of the jobs held.

Table 5. London CMA inverse staffing patterns (2014-2022) (Professional Occupations in Business Services to Management – NOC-S B022)

NAICS	Industry	Occupation Jobs in Industry (2014)	Occupation Jobs in Industry (2022)	Change (2014 - 2022)	% Change (2014 - 2022)
6113	Universities	15	20	5	33%
5418	Advertising, public relations, and related services	53	67	14	26%
5415	Computer systems design and related services	50	62	12	24%
5241	Insurance carriers	35	43	8	23%
5412	Accounting, tax preparation, bookkeeping and payroll services	26	32	6	23%
5511	Management of companies and enterprises	13	15	2	15%
5614	Business support services	12	13	1	8%
5221	Depository credit intermediation	30	32	2	7%
5613	Employment services	18	18	0	0%
9112	Other federal services (9112-9119)	13	13	0	0%
5419	Other professional, scientific and technical services	36	33	(3)	(8%)
5611	Office administrative services	20	18	(2)	(10%)
9120	Provincial and territorial public administration	20	18	(2)	(10%)
5416	Management, scientific and technical consulting services	334	287	(47)	(14%)
5413	Architectural, engineering and related services	20	16	(4)	(20%)

Notes:

Source: Employees and Self-Employed EMSI 2015.3

⁸ Data is compiled from employment data from Survey of Employment, Payrolls and Hours (SEPH) with data from the Labour Force Survey (LFS), Census, and Canadian Business Patterns (CBP) to form detailed geographic estimates of employment. Projections are based on the latest available EMSI industry data, 10-year local trends in each industry and growth rates from national industry projections from the Canadian Occupational Projection System (COPS) produced by Human Resources and Skills Development Canada

Please Reply to: James K. Brown
Or by E-mail to: jbrown@dyerbrownlaw.com

October 6, 2015

Dear Fanshawe College

Re: Professional Communication Program

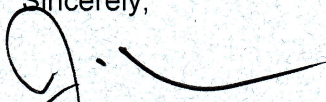
It is my pleasure to express my support for the proposed Ontario Graduate Certificate Program in Professional Communication. I believe that this program will productively develop necessary professional skills, and that in doing so it will benefit both job candidates and the local economy.

In our increasingly connected society, it is absolutely essential that all workers, from entry-level employees to senior managers, possess advanced communications skills. The abilities to read, write, and think both accurately, and effectively, are necessary in a knowledge economy. Individuals who are weak in these areas will be unable to reach their full potential. Given how crucial these skills are, I believe that employers will be very interested in the assurance that a completed Ontario Graduate Certificate in Professional Communication will provide. In my view, this is a qualification that can only strengthen a resume, regardless of the individual's field.

Furthermore, I believe that this proposed program will help to support the local economy. Businesses need employees who can manage and effectively communicate information; without this ability, inefficiencies can become a problem. London and the surrounding area would only benefit from more professionals who have additional training in professional writing, speaking and presenting. It is submitted that businesses may be interested in helping interested employees to complete this program, since it is short in duration, and more cost-effective than comparable university programs.

In short, because I believe this program will have a positive impact on job-seekers, employees and businesses, I urge you to strongly consider developing such a program.

Sincerely,


James K. Brown
JKB/msf

February 29, 2016

Ms. Amy D. Mitchell, PhD
Professor English/ Communications
School of Languages and Liberal Studies
Fanshawe College
101 Fanshawe College Blvd.
London, ON
N5Y 4R6

Dear Professor Mitchell:

On behalf of The Access Centre for Regulated Employment (ACRE), I am pleased to offer support for your proposal for an Ontario College Graduate Certificate Program in Professional Communication.

The Access Centre for Regulated Employment provides information and application assistance for internationally trained individuals in southwestern Ontario seeking licensure and employment in Ontario's regulated professions. As an adjunct service for regional settlement and employment preparation services, the Access Centre provides clients with direct assistance with licensure applications and foreign credential recognition. As such the Access Centre recognizes that many internationally educated professionals are in need of advanced, workplace-focused communication training to fully prepare them for success in their academic and career futures.

All new immigrants who have professional qualifications face a number of obstacles when they arrive in Ontario. What is particularly disappointing is that they are expecting to settle in a country and move forward in their professional lives but suddenly find themselves on the margins with limited resources available for language training for academic advancement or high skilled professional employment.

In our increasingly connected society, it is absolutely essential that all workers, from entry-level employees to senior managers, possess advanced communication skills. The ability to read, write, and think accurately and efficiently are necessary in a knowledge economy, and individuals who are weak in these areas will be unable to reach their full potential. Additionally, because of how crucial these skills are, I believe that employers will be very interested in the assurance that a completed Ontario Graduate Certificate in Professional Communication will provide. This is a qualification that can only strengthen a resume, regardless of the individual's field.

Furthermore, I believe that this proposed program will help to support the local economy. Businesses need employees who can manage and effectively communicate information. London and the surrounding area would only benefit from more professionals who have additional training in professional writing, speaking and presenting. There is also the possibility that businesses may be interested in helping interested employees to complete this program, since it is short in duration and more cost-effective than comparable university programs.

In short, because I think that this program will have a positive impact on job-seekers, employees and businesses, I hope that you will strongly consider developing it.

We certainly look forward to the success of your project as one of the initiatives that, as community partners, we offer to those who need our support and assistance to become equal members of this community.

Yours sincerely,



Kate Kennedy
Project Manager
Access Centre for Regulated Employment

Dear Fanshawe College,

I am writing to express my support for the proposed Ontario College Graduate Certificate Program in Professional Communication. I believe this program will benefit both job candidates and local businesses by providing much-needed foundational skills.

Communication is an essential skill in today's increasingly knowledge-driven economy, for everyone from entry-level employees to senior managers. The abilities to read, write, speak, and think clearly are incredibly important to the effective and efficient transmission of ideas throughout an organization. Without clear and accurate internal communication it is impossible for an organization to realize its full potential, and without effective external communication it is impossible for an organization to communicate the value of its products or services to prospective clients. Because these skills are so crucial, I believe that employers will be very interested in the assurance that a completed Ontario Graduate Certificate in Professional Communication will provide. This is a qualification that can only strengthen a resume, regardless of the individual's field and previous experience.

Furthermore, I believe that the proposed program will help support local businesses such as my own place of work, Info-Tech Research Group. We are a rapidly expanding IT research and consultancy organization, and in many ways effective communication is the linchpin of our growth. As someone who frequently participates in the hiring of new employees, I can confidently say that high-level communication skills are both pressingly needed and in somewhat short supply. London and the surrounding area would only benefit from more professionals who have additional training in professional writing, speaking, and presenting.

In short, I think that this program will have a positive impact on job-seekers, employees, and businesses. As such, I hope you will strongly consider developing it.

Sincerely,



Michael Buma, PhD
Manager, Project Management Office
Info-Tech Research Group